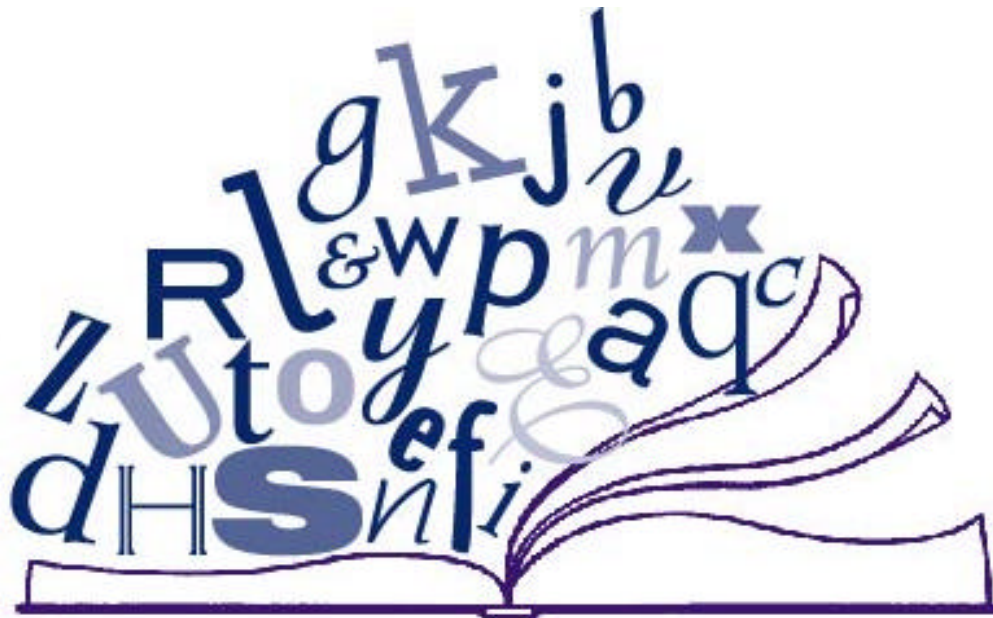


English Standards of Learning Curriculum Framework

DRAFT
Kindergarten



Commonwealth of Virginia
Department of Education
Richmond, Virginia
2003

At the kindergarten level, students will engage in a variety of oral activities in order to develop their understanding of language and enhance their ability to communicate effectively. Of primary importance is the development of phonemic skills that are the precursor for success in learning to decode words. Emphasis will be placed on having the students build and use listening and speaking vocabularies through participation in oral language activities employing poems, rhymes, songs, and stories. Students will also learn rules for conversation and skills for participating in discussions. They will also learn how to formulate basic investigative questions.

- K.1 The student will demonstrate growth in the use of oral language.
- a) Listen to a variety of literary forms, including stories and poems.
 - b) Participate in choral speaking and recite short poems, rhymes, songs, and stories with repeated patterns.
 - c) Participate in creative dramatics.
 - d) Begin to discriminate between spoken sentences, words, and syllables.
 - e) Recognize rhyming words.
 - f) Generate rhyming words in a rhyming pattern.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will expand their oral language vocabulary by listening to and participating in a variety of literary experiences with their teacher and their peers.These interactions provide opportunities for students to mimic language and experiment with new words, word patterns, and rhymes in order to expand their working vocabularies.	<p>All students should</p> <ul style="list-style-type: none">understand that oral language entertains and communicates informationunderstand that a spoken sentence is made up of individual words.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">listen to a variety of literary forms including predictable texts, patterned texts, poems, fairy tales, legends, stories, and informational textsparticipate in choral speaking and echo reading of short poems, rhymes, songs, and stories with repeated patterns and refrainsuse drama to retell familiar stories, rhymes, and poemsdiscriminate among large phonological units of running speech; sentences, words and syllablesdemonstrate the concept of word by dividing spoken sentences into individual wordsidentify words that rhymegenerate rhyming words based on the rhyming patternsupply an appropriate rhyming word to complete a familiar nursery rhyme or predictable text with rhyming lines.

Standard K.2**Strand: Oral Language****Grade Level K**

- K.2 The student will use listening and speaking vocabularies.
- a) Use number words.
 - b) Use words to describe/name people, places, and things.
 - c) Use words to describe location, size, color, and shape.
 - d) Use words to describe actions.
 - e) Ask about words not understood.
 - f) Follow one-step and two-step directions.
 - g) Begin to ask how and why questions.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">• The intent of this standard is that students will expand and use their listening and speaking vocabularies through activities across the curricula that develop their use of descriptive/naming words.• This vocabulary growth aids in development of reading and comprehension as students progress in school.• Students will learn to generate how and why questions across curricula and begin to use these questions to guide their search for answers.	<p>All students should</p> <ul style="list-style-type: none">• understand that word choice makes communication clearer• understand that information can be gained by seeking answers to questions.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• understand and use number words in conversations, in group activities, and during teacher-directed instruction• use words to describe or name people, places, feelings, and things in group activities and during teacher-directed instruction• use size, shape, color, and spatial words to describe people, places, and things during group or individual activities and during teacher-directed instruction• use a variety of words to describe the actions of characters and people in real and make-believe settings in response to stories or class activities• use words such as <i>before</i>, <i>after</i>, and <i>next</i> to sequence events <p>continued</p>

- K.2 The student will use listening and speaking vocabularies.
- a) Use number words.
 - b) Use words to describe/name people, places, and things.
 - c) Use words to describe location, size, color, and shape.
 - d) Use words to describe actions.
 - e) Ask about words not understood.
 - f) Follow one-step and two-step directions.
 - g) Begin to ask how and why questions.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• use words such as <i>over</i>, <i>under</i>, <i>between</i>, and <i>beside</i> to describe location• recognize when they do not understand a word or phrase and seek clarification by asking a peer or an adult• repeat and follow one-step and two-step oral directions• understand the difference between stating known facts and formulating how and why questions• use how and why questions to gain information• begin to predict how to find answers to questions• begin to use pictures and other visuals to answer questions.

- K.3 The student will build oral communication skills.
- Begin to follow implicit rules for conversation, including taking turns and staying on topic.
 - Express ideas and needs in complete sentences.
 - Begin to use voice level, phrasing, and intonation appropriate for language situation.
 - Listen and speak in informal conversations with peers and adults.
 - Begin to initiate conversations.
 - Participate in discussions about books and specific topics.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will build oral communication skills within a language-rich environment. In this environment, they will accumulate experiences from which concepts and thoughts can be formed. They will have opportunities in group settings to initiate informal conversations with peers and adults, learning and practicing implicit rules for conversation, voice level, and intonation appropriate for language situations. Teacher-initiated activities will expand students' language by introducing new vocabulary in context and by modeling ways to participate in discussions about learning. 	<p>All students should</p> <ul style="list-style-type: none"> understand that conversation is a two way interaction begin to understand that the setting influences rules for communication. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> listen attentively to others in a variety of formal and informal settings involving peers and adults allow others to speak without unnecessary interruptions clearly state a thought related to the book or topic being discussed wait for appropriate turn to speak speak in complete, simple sentences stay on topic begin to use voice level, phrasing, and intonation appropriate for language situation match language to the purpose, situation, environment, and audience initiate conversations with peers and teachers in a variety of school settings.

- K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.
- Identify orally words which rhyme.
 - Identify words orally according to shared beginning or ending sounds.
 - Blend sounds orally to make words or syllables.
 - Divide one-syllable words into sounds (phonemes).
 - Divide words into syllables.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will focus on speech sounds in words and discern the phonemes of spoken language. This skill includes an understanding of the hierarchical concepts of sentence, word, syllable, and letter. Consequently, students need to demonstrate the ability to break down a sentence orally into individual words and to break down individual words into individual syllables. The level of complexity increases as students then isolate the initial and final sounds of a word. Isolating the medial sound is yet more complex. The most sophisticated skill is breaking the word into the individual phonemes that comprise it. <p>continued</p>	<p>All students should</p> <ul style="list-style-type: none"> understand that words are made up of small units of sound and that these sounds can be blended to make a word understand that some words are made up of syllables. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> focus on speech sounds identify a word that rhymes with a spoken word supply a word that rhymes with a spoken word break a sentence down into individual words break a word down into individual syllables by clapping recognize that a word breaks down into individual phonemes recognize how phonemes sound when spoken in isolation recognize similarities and differences in beginning and ending sounds (phonemes) of words determine the order of speech sounds (phonemes) in a given word by answering the following questions: <p>continued</p>

- K.4 The student will hear, say, and manipulate phonemes (small units of sound) of spoken language.
- Identify orally words which rhyme.
 - Identify words orally according to shared beginning or ending sounds.
 - Blend sounds orally to make words or syllables.
 - Divide one-syllable words into sounds (phonemes).
 - Divide words into syllables.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<p>continued</p> <ul style="list-style-type: none"> Through many learning experiences with songs, rhymes, and language play, students will develop the ability to hear, say, and manipulate phonemes. The ability to segment and blend phonemes facilitates spelling and decoding. Onsets are speech sounds (/b/, /c/, /f/, /h/) before a vowel. Rimes are the vowel and what follows (-at). If a word begins with a vowel, it has only a rime. Words are formed by combining onsets and rimes (bat, cat, fat, hat). 		<ul style="list-style-type: none"> What is the beginning sound you hear? What is the ending sound you hear? supply a word that has the same beginning or ending sound (phoneme) as a spoken word identify pictures of objects whose names share the same beginning or ending sounds (phonemes) sort pictures of objects whose names share the same beginning or ending sounds (phoneme) blend three given phonemes to make words (e.g., the teacher says /c/ /a/ /t/, and the student blends the phonemes to say the word <i>cat</i>). produce rhyming words and recognize pairs of rhyming words orally substitute the beginning consonant to make a new word segment single syllable words into onset and rime segment multisyllabic words into syllables.

At the kindergarten level, students will be immersed in a print-rich environment. They will learn the concepts of print, basic phonetic principles, comprehension of stories, and letter identification skills through systematic direct instruction, individual and small group activities, and time spent exploring and reading books and other print material. Students will learn to identify and name the uppercase and lowercase letters of the alphabet, understand that letters represent sounds, and identify beginning consonant sounds in single consonant words. They will also learn to comprehend and relate stories through drama, retellings, drawing, and their own writing.

- K.5 The student will understand how print is organized and read.
- Hold print materials in the correct position.
 - Identify the front cover, back cover, and title page of a book.
 - Follow words from left to right and top to bottom on a printed page.
 - Match voice with print: syllables, words, and phrases.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will understand book handling skills, directionality of print, and the correspondence of the spoken to the written word.	<p>All students should</p> <ul style="list-style-type: none">understand that all print materials follow similar patterns.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">hold printed material the correct wayidentify the front and back covers of a bookidentify the title page from all the other pages in a bookturn pages appropriatelydistinguish print from picturesfollow text with a finger, pointing to each word as it is readlocate word, letters, spaces, and lines of textlocate periods, question marks, and exclamation points.

- K.6 The student will demonstrate an understanding that print makes sense.
- Explain that printed materials provide information.
 - Identify common signs and logos.
 - Read ten high-frequency words.
 - Read and explain own writing and drawings.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will learn that books, environmental print, and other printed materials have a constant meaning and provide information for the reader.They will demonstrate their understanding of the constancy of print by drawing pictures and producing their own written messages to communicate with others.These messages may include scribbles, letter approximations, letter strings, and invented spellings.	<p>All students should</p> <ul style="list-style-type: none">understand that print communicates a message.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">apply knowledge that print conveys a messagerecognize and identify common signs, logos, and labelsrecognize and identify their own first and last names and the first names of classmatesshare their own drawings and writingsexplain that print provides informationretell information gathered from looking at a picture or from listening to it read to themlocate high-frequency words and phrases in familiar textrecognize ten high-frequency words (Each student may know a different set of words.)

- K.7 The student will develop an understanding of basic phonetic principles.
- Identify and name both uppercase and lowercase letters of the alphabet.
 - Match consonant and short vowel sounds to appropriate letters.
 - Identify beginning consonant sounds in single-syllable words.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will learn and understand how letters and sounds work in written language. Students will learn to identify both uppercase and lowercase letters in isolation in both random and sequential order. Phonetic skills are the foundation for decoding and encoding words — basic skills that are needed in order for students to develop fluency and automaticity in reading and writing. Onsets are speech sounds (/b/, /c/, /f/, /h/) before a vowel. Rimes are the vowel and what follows (-at). If a word begins with a vowel, it has only a rime. Words are formed by combining onsets and rimes (bat, cat, fat, hat). 	<p>All students should</p> <ul style="list-style-type: none"> understand that written words are composed of letters that represent specific sounds. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> recognize and name rapidly and with ease uppercase and lowercase letters in sequence and in random order match uppercase and lowercase letter pairs. recognize and say the common sounds of all letters write the grapheme (letter) that represents the spoken sound isolate initial consonants in single-syllable words (For example, /t/ is the first sound in <i>top</i>.) identify the onset (/c/) and rime (-at) and begin to fully separate the sounds (/c/-a/-t/) by saying each sound aloud blend onsets (/c/) and rimes (-at) to form words (cat) substitute other onsets (/b/ for /c/) to form a different word (bat).

- K.8 The student will demonstrate comprehension of fiction and nonfiction.
- Use pictures to make predictions about content.
 - Retell familiar stories using beginning, middle, and end.
 - Discuss characters, setting, and events.
 - Use story language in discussions and retellings.
 - Identify what an author does and what an illustrator does.
 - Identify the topics of nonfiction selections.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard relative to fiction is that students will understand the elements of a story (characters, setting, events) and begin to analyze these elements for meaning. Students will learn that comprehension is an active process that requires them to use their own experiences and learn new vocabulary in order to get meaning from fiction and nonfiction they hear read aloud. To build vocabulary and content knowledge, the intent of this standard relative to nonfiction is that students will demonstrate comprehension of non-fiction print materials and trade books across the curriculum, including age-appropriate materials in the Standards of Learning academic areas of history and social sciences, science and mathematics. 	<p>All students should</p> <ul style="list-style-type: none"> understand that authors and illustrators create books understand that print material tells a story or provides information. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> make predictions based on illustrations or portions of the text link knowledge from their own experiences to make sense of and talk about the text give evidence that they understand the meaning, including the <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, <i>why</i>, and <i>how</i> of what is being read aloud retell a story in their own words or re-enact it, arranging the events in the correct sequence use vocabulary from a story in discussions and retellings use descriptive language to talk about characters, settings, and events of a story respond to simple questions about the content of a book produce artwork or a written response that demonstrates comprehension of a story that they have heard read aloud identify the roles of an author and an illustrator name the topic of a nonfiction selection.

At the kindergarten level, students will begin to build a connection between oral and written language. Awareness that spoken language can be written and written language can be read is a fundamental concept in communicating ideas. Students will learn to print the uppercase and lowercase letters of the alphabet as well as their first and last name. Kindergarten writing reflects the students' oral language. Students will communicate their ideas through drawings, scribbles, letter strings, letter approximations, and dictation to adults.

K.9 The student will print the uppercase and lowercase letters of the alphabet independently.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">• The intent of this standard is that students will learn to print both uppercase and lowercase letters of the alphabet.• Students need explicit, direct instruction in order to learn to form upper and lower case letters correctly.• They also need to be taught appropriate pencil grip.	<p>All students should</p> <ul style="list-style-type: none">• understand that there are correct ways to write the letters of the alphabet.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• use standard letter formation• use standard number formation• use appropriate pencil grip.

K.10 The student will print his/her first and last name.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will begin developing neat, legible handwriting.	All students should <ul style="list-style-type: none">understand that their written name provides identification.	To be successful with this standard, students are expected to <ul style="list-style-type: none">recognize their first and last nameform letters and space their first and last nameknow that the first letter of their first name and the first letter of their last name are capital letterswrite their first and last names for a variety of purposes.

K.11 The student will write to communicate ideas.

- a) Draw pictures and/or use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
- b) Write left to right and top to bottom.

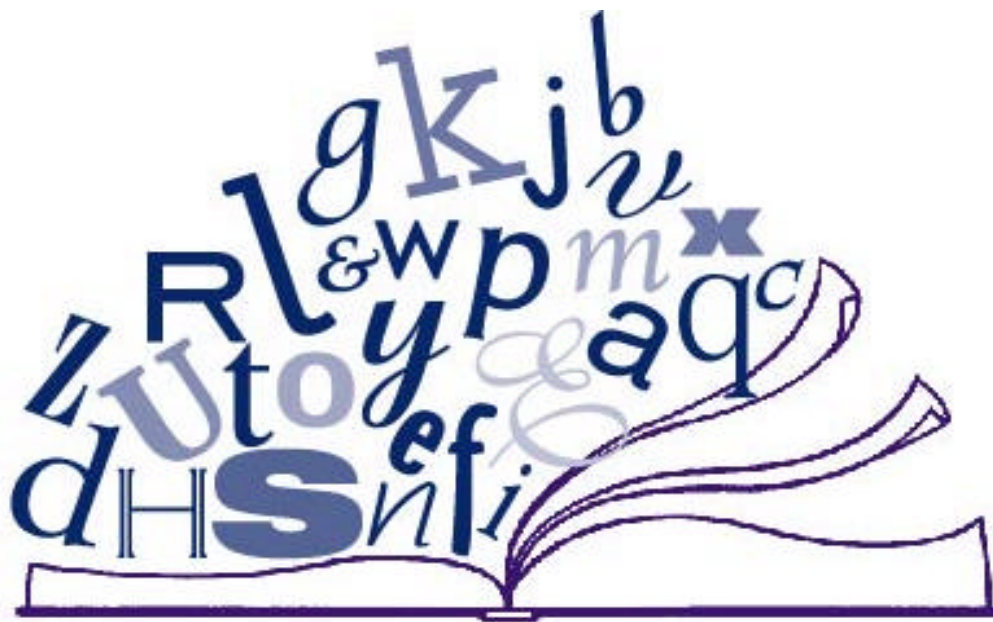
Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">• The intent of this standard is that students will understand that writing is used for a variety of purposes including sharing events and telling stories (narrative writing), informing others and making reports (informational writing), labeling and making lists (functional writing), and responding to literature.• Writing in kindergarten sets the stage for formal writing in other grades.• Beginning writings may include drawings, letter strings, scribbles, letter approximations and other graphic representations as well as phonetically spelled word.	<p>All students should</p> <ul style="list-style-type: none">• understand that their writing serves a variety of purposes.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• write left to right and top to bottom• write daily for a variety of purposes• write on assigned or self-selected topics• write without resistance when given the necessary time, place, and materials• generate text to communicate and make meaning, whether this is by drawings, letter strings, scribbles, letter approximations, or other graphic representations.

K.12 The student will explore the uses of available technology for reading and writing.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will use available technology.	All students should <ul style="list-style-type: none">understand that computers are a way to interact with print.	To be successful with this standard, students are expected to <ul style="list-style-type: none">use <i>skill and practice</i> softwareuse word processing software.

English Standards of Learning Curriculum Framework

DRAFT
Grade One



Commonwealth of Virginia
Department of Education
Richmond, Virginia
2003

At the first-grade level, students will continue to engage in a variety of oral language activities to develop their understanding of language and to enhance their ability to communicate effectively. They will continue to build vocabulary as they participate in listening and speaking activities in the classroom. They will also begin to use their oral language skills to gain and explain information. In addition, students will continue to develop the higher-level phonemic awareness skills of segmentation, deletion, and substitution.

- 1.1 The student will continue to demonstrate growth in the use of oral language.
- Listen and respond to a variety of media, including books, audiotapes, videos, and other age-appropriate materials.
 - Tell and retell stories and events in logical order.
 - Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
 - Express ideas orally in complete sentences.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will continue to demonstrate growth in the use of oral language and vocabulary. They will interact with a variety of media and participate in numerous oral language activities. These activities will encourage the use of complete sentences and include the telling or retelling of stories and events in logical order. 	<p>All students should</p> <ul style="list-style-type: none"> understand that language can be used to tell a story and to express ideas. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> participate in a variety of oral language activities, such as: <ul style="list-style-type: none"> listening to stories and poems on tape and experiencing other audiovisual materials in the context of curricular goals and objectives listening to stories and poems read aloud daily participating in discussions about stories and poems talking about words and word meanings as they are encountered in stories, poems, and conversations giving reactions to stories and poems participate in activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns tell and retell stories and events in logical order by <ul style="list-style-type: none"> retelling stories orally and through informal drama dictating retelling of stories creating their own stories, poems, plays, and songs indicating first, next, and last events in a story express themselves in complete sentences.

- 1.2 The student will continue to expand and use listening and speaking vocabularies.
- Increase oral descriptive vocabulary.
 - Begin to ask for clarification and explanation of words and ideas.
 - Follow simple two-step oral directions.
 - Give simple two-step oral directions.
 - Use singular and plural nouns.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will expand their listening and speaking vocabularies through activities across the curricula that develop the use of describing and naming words. They will learn to ask for clarification and explanation of unfamiliar words that are encountered across the curricula. They will also demonstrate an increase in vocabulary by giving and following directions. This vocabulary growth aids in the development of reading, vocabulary, and comprehension as students progress in school. 	<p>All students should</p> <ul style="list-style-type: none"> understand that specific word choice makes communication clearer. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> learn and use new words encountered in discussions and books that are read aloud use words to orally describe actions, people, places, things, and ideas use words of time and position including <i>first</i>, <i>second</i>, <i>next</i>, <i>on</i>, <i>under</i>, <i>beside</i>, and <i>over</i> to orally give directions use action words (verbs) including <i>mark</i>, <i>circle</i>, <i>color</i>, and <i>draw</i> to orally give directions ask for meanings and clarification of unfamiliar words use plural nouns appropriately use common irregular plural forms such as <i>man/men</i>, <i>child/children</i>, and <i>mouse/mice</i> follow simple two-step oral directions give simple two-step directions.

Standard 1.3**Strand: Oral Language****Grade Level 1**

- 1.3 The student will adapt or change oral language to fit the situation.
- a) Initiate conversation with peers and adults.
 - b) Follow rules for conversation.
 - c) Use appropriate voice level in small-group settings.
 - d) Ask and respond to questions in small-group settings.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will use oral language to respond appropriately in group situations to both peers and adults.	<p>All students should</p> <ul style="list-style-type: none">understand that the setting influences the rules for communicationask and answer relevant questions about a specific topic.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">initiate conversation in a variety of school settingssustain two-person conversationstay on topicuse voice level and intonation appropriate for the settingfollow rules for conversation, including listening and taking turnsask and respond to relevant questions in group settings.

- 1.4 The student will orally identify and manipulate phonemes (small units of sound) in syllables and multisyllable words.
- Count phonemes (sounds) in syllables or words with a maximum of three syllables.
 - Add or delete phonemes (sounds) orally to change syllables or words.
 - Create rhyming words orally.
 - Blend sounds to make word parts and words with one to three syllables.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will continue to build and practice phonemic awareness skills. Explicit instruction allows students to consciously reflect on and manipulate sounds. Through songs, poems, stories, and word play, students will count phonemes, create rhyming words, segment and substitute sounds, and blend sounds to make words. Onsets are speech sounds (/b/, /j/, /s/, /p/) before a vowel. Rimes are the vowel and what follows (-ack). If a word begins with a vowel, it has only a rime. Words are formed by combining onsets and rimes (back, jack, sack, pack). (Note: Students are not expected to know these terms.) 	<p>All students should</p> <ul style="list-style-type: none"> understand that spoken words are made up of individual phonemes that can be added or deleted to make new words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> isolate and manipulate phonemes count phonemes in simple words or syllables identify the onset and rime of words generate words that rhyme with a teacher-given word segment words by saying each sound blend separately spoken phonemes to make a word add, delete, or change phonemes to make a new word identify whether the middle vowel sound is the same or different in one-syllable words sort picture cards by beginning and ending phoneme.

At the first-grade level, students will continue to be immersed in a print-rich environment. Having developed a concept of word and letter-sound correspondence, students will now concentrate on learning and integrating basic phonetic principles, decoding words in isolation, and using meaning clues, language and sentence structure to read and substantially increase their sight-word vocabulary. By the end of the first grade, they should have a reading vocabulary of 300 to 500 sight words and be able to decode single-syllable words.

These concepts and skills will be learned through systematic explicit direct instruction, individual and small-group activities, and time spent exploring and reading books and other print material. Through reading decodable books, students will build fluency and automaticity in using their knowledge of phonetic principles and print to read. Reading and listening to both fiction and nonfiction texts will give students opportunities to respond to readings in group discussions and through writing and drawing. Through reading and rereading, the students will build fluency and vocabulary, and they will become independent readers. Students will learn to use their knowledge of alphabetical order by first letter to find the meanings of unfamiliar words in picture and simple dictionaries.

- 1.5 The student will apply knowledge of how print is organized and read.
- a) Read from left to right and top to bottom.
 - b) Match spoken words with print.
 - c) Identify letters, words, and sentences.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">• The intent of this standard is that students will understand how to read print.• As they begin to read, they will apply their knowledge of directionality of text and their ability to match the spoken word to the print.• They will also continue to develop their skill at automatically recognizing high-frequency words.	<p>All students should</p> <ul style="list-style-type: none">• understand that written text consists of letters, words, and sentences.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• demonstrate concepts of print and word by<ul style="list-style-type: none">- tracking print from left to right and top to bottom- following print from one line to the next line (return sweep)- matching spoken words to print• identify letters, words, and sentences• differentiate between letters and words by<ul style="list-style-type: none">- recognizing spaces between words in sentences- locating capital letters in sentences- locating periods, question marks, and exclamation points, speech bubbles, and quotation marks- recognizing that a sentence starts with a capital letter and ends with a period, question mark, or exclamation point.

- 1.6 The student will apply phonetic principles to read and spell.
- Use beginning and ending consonants to decode and spell single-syllable words.
 - Use two-letter consonant blends to decode and spell single-syllable words.
 - Use beginning consonant digraphs to decode and spell single-syllable words.
 - Use short vowel sounds to decode and spell single-syllable words.
 - Blend beginning, middle, and ending sounds to recognize and read words.
 - Use word patterns to decode unfamiliar words.
 - Use compound words.
 - Read and spell common high-frequency sight words, including *the*, *said*, and *come*.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will continue to learn and apply phonetic principles to decode unfamiliar words. They will learn to sound out words rather than relying on pictures and context as their primary strategies for decoding words. Students will segment and blend beginning and ending consonant sounds and vowels sounds to decode single-syllable words. They will transfer their knowledge of word patterns to identify other words with the same pattern. <p>continued</p>	<p>All students should</p> <ul style="list-style-type: none"> understand that letter sound knowledge can be applied to read or spell words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> apply knowledge of consonants and vowels in single-syllable words by <ul style="list-style-type: none"> recognizing beginning and ending consonant sounds separating the sounds in a word blending separately spoken phonemes to make a word accurately decode unknown, orthographically regular, one-syllable words and nonsense words (e.g., <i>sit</i>, <i>zot</i>), using print-sound mappings to sound them out apply knowledge of word patterns by <ul style="list-style-type: none"> recognizing word patterns CVC using onsets and rimes to create and read new words that include blends such as the <i>l</i> and <i>r</i> blends and digraphs including <i>ch</i>, <i>sh</i>, <i>th</i>, and <i>wh</i> <p>continued</p>

- 1.6 The student will apply phonetic principles to read and spell.
- Use beginning and ending consonants to decode and spell single-syllable words.
 - Use two-letter consonant blends to decode and spell single-syllable words.
 - Use beginning consonant diagraphs to decode and spell single-syllable words.
 - Use short vowel sounds to decode and spell single-syllable words.
 - Blend beginning, middle, and ending sounds to recognize and read words.
 - Use word patterns to decode unfamiliar words.
 - Use compound words.
 - Read and spell common high-frequency sight words, including *the*, *said*, and *come*.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Onsets are speech sounds (/b/, /j/, /s/, /p/) before a vowel. Rimes are the vowel and what follows (-ack). If a word begins with a vowel, it has only a rime. Words are formed by combining onsets and rimes (<i>back</i>, <i>jack</i>, <i>sack</i>, <i>pack</i>). (Note: Students are not expected to know these terms.) 		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use vowel patterns CVC, VC, and CVCC in decoding single-syllable words use some CVVC vowel patterns in decoding single-syllable words recognize and use simple compound word read common irregular sight words automatically.

- 1.7 The student will use meaning clues and language structure to expand vocabulary when reading.
- Use titles and pictures.
 - Use knowledge of the story and topic to read words.
 - Use knowledge of sentence structure.
 - Reread and self-correct.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will use meaning clues to assist in developing an understanding of a text. They will use pictures as well as the understanding of the story and topic to predict and check for meaning as they read. Students will use their knowledge of sentence structure (the order of words in a given type of sentence) when reading. This knowledge of sentence structure will include understanding that sentences are complete ideas, with a subject and a predicate. Whenever meaning breaks down, students will reread and self-correct to regain meaning. 	<p>All students should</p> <ul style="list-style-type: none"> understand that they will use a variety of strategies to read unfamiliar words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use prior knowledge to interpret pictures use titles and pictures to make predictions about text use pictures to confirm vocabulary choice use knowledge of the story or topic to make predictions about vocabulary and text notice when words or sentences do not make sense in context recognize complete sentences when reading use intonation, pauses, and emphasis that signal the structure of the sentence when reading use cues of punctuation including period, question mark, exclamation point, commas, and quotation marks to guide their reading reread to confirm vocabulary choice reread and self-correct when text does not make sense.

1.8 The student will read familiar stories, poems, and passages with fluency and expression.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">• The intent of this standard is that students will build fluency and experience success as a reader while reading aloud.• Familiar passages will be read and reread to develop automatic recognition of words, fluency, and expression consistent with punctuation.• Reading Levels:<ul style="list-style-type: none">- independent level – 95% accuracy or misread about 1 of every 20 words- instructional level – 90% accuracy or misread about 1 of every 10 words- frustration level – less than 90% accuracy or misread more than 1 of every 10 words.• Fluency develops as students have the opportunity to practice reading on their independent reading level.• Students should read about 60 words per minute in grade level material.	<p>All students should</p> <ul style="list-style-type: none">• understand that orally read text has a rhythm and expression that helps convey meaning.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• engage in reading-aloud activities voluntarily• read a wide variety of self-selected and teacher-selected stories, poems, and informational texts aloud• use expression and intonation to convey meaning when reading aloud• practice reading in text on their independent reading level to develop accuracy, fluency, and expression.

- 1.9 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.
- Preview the selection.
 - Set a purpose for reading.
 - Relate previous experiences to what is read.
 - Make predictions about content.
 - Ask and answer who, what, when, where, why, and how questions about what is read.
 - Identify characters, setting, and important events.
 - Retell stories and events, using beginning, middle, and end.
 - Identify the topic or main idea.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard relative to fiction is that students will begin to develop and demonstrate comprehension skills by reading a variety of fiction, nonfiction, and poetry selections. Students will demonstrate comprehension of story elements in fiction and poetry selections through identifying the character, setting, and topic or main idea. Students will continue to learn to relate their prior knowledge to the topic of the text and use this knowledge and information from the text to make and confirm predictions as well as to ask and answer questions. 	<p>All students should</p> <ul style="list-style-type: none"> understand that they should use a variety of strategies to assist with comprehension. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> preview reading material by looking at the book's cover and illustrations, and by reading titles/headings choose a purpose for reading by looking at the illustrations, determining prior knowledge, and predicting outcome of the selection draw on prior knowledge to make predictions before and during reading make and confirm predictions based on illustration or portions of the selections use knowledge from their own experience to make sense of and talk about a text read a range of different nonfiction forms including letters, lists, recipes, newspapers, and magazines <p>continued</p>

- 1.9 The student will read and demonstrate comprehension of a variety of fiction and nonfiction.
- Preview the selection.
 - Set a purpose for reading.
 - Relate previous experiences to what is read.
 - Make predictions about content.
 - Ask and answer who, what, when, where, why, and how questions about what is read.
 - Identify characters, setting, and important events.
 - Retell stories and events, using beginning, middle, and end.
 - Identify the topic or main idea.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> To build vocabulary and content knowledge, the intent of this standard relative to nonfiction is that students will read and demonstrate comprehension of non-fiction print materials and trade books across the curriculum, including age-appropriate materials in the Standards of Learning academic areas of history and social sciences, science and mathematics. 		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> identify the topic or main idea of a short fiction or nonfiction selection identify characters, setting , and important events answer simple <i>who, what, when, where, why</i>, and <i>how</i> questions about a selection create artwork or a written response that shows comprehension of a selection extend the story orally or with drawings retell the story in their own words.

- 1.10 The student will use simple reference materials.
- a) Use knowledge of alphabetical order by first letter.
 - b) Use a picture dictionary to find meanings of unfamiliar words.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">• The intent of this standard is that students will use simple reference materials.• They will use their knowledge of alphabetical order by first letter to find words in picture dictionaries.	<p>All students should</p> <ul style="list-style-type: none">• understand that reference materials are organized by alphabetical order.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• alphabetize a list of five to eight words according to first letter• use a picture dictionary to locate unfamiliar words.

At the first-grade level, reading and writing will develop together. Students will be given daily opportunities to write and read their writing. As their knowledge of letter-sound correspondence and their sight-word vocabulary increases, they will be able to use these skills to put their ideas and thoughts on paper. Students need to be encouraged to write for real purposes by writing such things as letters, notes, signs, stories, and labels. At this level, students will concentrate on writing a complete simple sentence, using basic conventions. They will also begin to revise and edit selected pieces of their writing for an audience.

Standard 1.11**Strand: Writing****Grade Level 1**

- 1.11 The student will print legibly.
- a) Form letters.
 - b) Space words and sentences.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">• The intent of this standard is that students will learn to produce manuscript writing that can be easily read.• Students need explicit, direct instruction in order to learn to form upper and lower case letters correctly.• They also need many purposeful opportunities to practice and master handwriting skills.	<p>All students should</p> <ul style="list-style-type: none">• understand that there are correct ways to write the letters of the alphabet and that proper spacing is necessary.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• use appropriate pencil grip• use standard letter formation• use standard number formation• space words in sentences• space sentences in writing.

1.12 The student will write to communicate ideas.

- a) Generate ideas.
- b) Focus on one topic.
- c) Use descriptive words when writing about people, places, things, and events.
- d) Use complete sentences in final copies.
- e) Begin each sentence with a capital letter and use ending punctuation in final copies.
- f) Use correct spelling for high-frequency sight words and phonetically regular words in final copies.
- g) Share writing with others.
- h) Use available technology.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will begin to learn the process for communicating their ideas. They will learn to plan and write their thoughts in complete sentences with appropriate end punctuation. They will use their phonetic knowledge and growing knowledge of high-frequency sight words to spell words correctly when writing. <p>continued</p>	<p>All students should</p> <ul style="list-style-type: none"> understand that writers plan, write, and share their writing with others. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use previous experiences to generate ideas participate in teacher-directed brainstorming activities participate in teacher-directed prewriting strategies, such as webbing, clustering, and semantic mapping to organize ideas participate in teacher-directed charting activities to organize information write a sentence that focuses on one topic write simple, complete sentences begin to elaborate ideas by using descriptive words (adjectives) when writing about people, places, things, and events <p>continued</p>

1.12 The student will write to communicate ideas.

- a) Generate ideas.
- b) Focus on one topic.
- c) Use descriptive words when writing about people, places, things, and events.
- d) Use complete sentences in final copies.
- e) Begin each sentence with a capital letter and use ending punctuation in final copies.
- f) Use correct spelling for frequently used words and phonetically regular words in final copies.
- g) Share writing with others.
- h) Use available technology.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">Students will be given opportunities to share their writing with friends, family, and teachers.Students also need opportunities to explore and use word processing software to facilitate their writing.		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">spell high-frequency sight words correctlysound out words in order to spell them phoneticallyuse print resources in the classroom in order to spell wordsuse end punctuation correctlyuse familiar writing forms including lists, letters, stories, reports, messages, and poemsdistinguish draft writing from final-product writinguse word processor to publish writing.

English Standards of Learning Curriculum Framework

DRAFT
Grade Two



Commonwealth of Virginia
Department of Education
Richmond, Virginia
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At the second-grade level, students will engage in a variety of oral activities to develop an understanding of language structure and enhance their ability to communicate effectively. They will listen and speak in discussions and presentations that expand their vocabularies, increase their background knowledge, and enhance both their reading and writing skills.

- 2.1 The student will demonstrate an understanding of oral language structure.
- Create oral stories to share with others.
 - Create and participate in oral dramatic activities.
 - Use correct verb tenses in oral communication.
 - Use increasingly complex sentence structures in oral communication.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will continue to demonstrate their growth in the use of oral language and vocabulary.They will use their knowledge of sentence structure, verb tenses, and vocabulary to create oral stories that have a beginning, middle, and end.	<p>All students should</p> <ul style="list-style-type: none">participate in group activities by creating oral stories using complex sentences and appropriate verb tenses.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">use the story structure of beginning, middle, and end to tell a story of an experiencemaintain and manipulate voice, such as pausing, tempo, and pitch, to convey moodadd appropriate elaboration and detail while recounting or describing an eventdramatize familiar storiesuse present, past, and future tenses appropriatelyuse more complex conjunctions, such as <i>while</i>, <i>when</i>, <i>if</i>, <i>because</i>, <i>so</i>, and <i>but</i> when telling events and giving explanationsprovide a referent for pronounsdemonstrate correct subject-verb agreement.

- 2.2 The student will continue to expand listening and speaking vocabularies.
- Use words that reflect a growing range of interests and knowledge.
 - Clarify and explain words and ideas orally.
 - Follow oral directions with three or four steps.
 - Give three and four step directions.
 - Identify and use synonyms and antonyms in oral communication.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will continue to expand listening and speaking vocabularies through activities across the curricula.They will learn to use antonyms, synonyms, and descriptive language to explain and clarify ideas.They also will demonstrate an increase in vocabulary by giving and following three- or four-step directions.Growth in oral language aids in the development of fluency, vocabulary, and comprehension.	<p>All students should</p> <ul style="list-style-type: none">understand that specific vocabulary helps explain and clarify ideas.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">use specific vocabulary from content study to express interests and knowledgeuse appropriate descriptive language to express ideas, opinions, and feelingsuse language to categorize objects, people, places, or eventsexplain the meanings of words within the context of how they are usedask questions to clarify or gain further informationrecognize when words are being used to mean contrasting or opposite things in oral languagerecognize when words are being used to mean the same or similar things in oral languageuse synonyms and antonyms in oral communicationfollow three and four step directionsgive three and four step directionssequence three or four steps chronologically in oral directions.

- 2.3 The student will use oral communication skills.
- Use oral language for different purposes: to inform, to persuade, and to entertain.
 - Share stories or information orally with an audience.
 - Participate as a contributor and leader in a group.
 - Summarize information shared orally by others.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will use oral language skills to respond appropriately in group situations.Students will learn to summarize information as they continue to share stories.They will also learn the dynamics and roles of working in small groups.They will learn to use selected vocabulary and information to match their purpose: to inform, to persuade, or to entertain.	<p>All students should</p> <ul style="list-style-type: none">understand that oral communication can be used for a variety of purposesparticipate in group activities by sharing stories or information.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">use proper pitch and volumespeak clearly and distinctlyshare and retell an experience or story in a logical orderselect vocabulary and non-verbal expressions appropriate to purpose and audienceexpress ideas clearly and in an organized mannershare with an audience stories or information relevant to topiccontribute information, ask questions, clarify, summarize, or build on another person's idea in a small-group settingconfer with small-group members about how to present information to the classcarry out a specific group role, such as leader, encourager, recorder, materials manager, or reporter.

At the second-grade level, students will continue to be immersed in a print-rich environment. They will use what they have learned about phonemes, decoding, rhyming words, onsets and rimes, contextual clues, and the structure of sentences to figure out text. Silent and independent reading will increase, with some parts of books read aloud for emphasis, clarification, or pleasure. When they read independently, students will understand and enjoy books that are considerably longer and more complex in plot, syntax, and structure. Students will read and reread to build fluency, which provides the bridge between word recognition and comprehension. Fluent readers are able to make connections among the ideas in the text and between the text and their background knowledge. Students will learn and apply the comprehension strategies of identifying main ideas, making and confirming predictions, and formulating questions about what they are learning across the curricula. Students will also use their knowledge of alphabetical order to locate information.

- 2.4 The student will use phonetic strategies when reading and spelling.
- a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
 - b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.
 - c) Decode regular multisyllabic words

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will continue to learn and apply their phonetic skills to decode and spell words.	<p>All students should</p> <ul style="list-style-type: none">understand the need to apply phonetic strategies to decode and spell words.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">apply knowledge of consonants and consonant blends to decode and spell wordsapply knowledge of consonant digraphs (sh,wh,ch,th) to decode and spell wordsapply knowledge of vowel patterns to decode and spell words, such as CV, VC, CVC, CVCE, CVVC, CVCCread regularly spelled one- and two-syllable words automaticallydecode regular multisyllabic wordsuse phonetic strategies to self-correct reading when meaning breaks down.

- 2.5 The student will use meaning clues and language structure when reading.
- a) Use information in the story to read words.
 - b) Use knowledge of sentence structure.
 - c) Use knowledge of story structure and sequence.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will use information from the story and their knowledge of language structure when reading.	<p>All students should</p> <ul style="list-style-type: none">understand that they will use a variety of strategies to read unfamiliar words.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">use prior knowledge to interpret pictures and diagrams in order to predict textuse meaning clues to support decodinguse other words in a sentence to determine the meaning of a worduse the context of the sentence to distinguish which of the multiple meanings of a word makes senseuse knowledge of word order including subject, verb, and adjectives to check for meaning.

- 2.6 The student will use language structure to expand vocabulary when reading.
- Use knowledge of prefixes and suffixes.
 - Use knowledge of contractions and singular possessives.
 - Use knowledge of simple abbreviations.
 - Use knowledge of antonyms and synonyms.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will expand their vocabulary through an understanding of prefixes, suffixes, contractions, singular possessives, abbreviations, synonyms, and antonyms.	<p>All students should</p> <ul style="list-style-type: none">understand that prefixes, suffixes, contractions, singular possessives, simple abbreviations, synonyms and antonyms can help them read unfamiliar words.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">use common prefixes and suffixes to decode wordsdemonstrate an understanding of common prefixes, such as <i>un-</i>, <i>re-</i>, <i>dis-</i>, <i>pre</i>, <i>mis</i>demonstrate an understanding of common suffixes, such as <i>-er</i>, <i>-y</i>, <i>-ful</i>, <i>-less</i>, <i>-est</i>, <i>-ly</i>demonstrate an understanding of the meaning of contractionsdemonstrate an understanding of what the apostrophe signifies in singular possessive words (<i>e.g.</i>, <i>Mary's</i>)identify simple abbreviations including titles, such as <i>Mr.</i>, <i>Mrs.</i>, <i>Ms.</i>, and <i>Dr.</i>, calendar words, and addressessupply synonyms and antonyms for a given word.

- 2.7 The student will read fiction and nonfiction using a variety of strategies independently.
- Preview the selection by using pictures, diagrams, titles, and headings.
 - Set purpose for reading.
 - Read stories, poems, and passages with fluency and expression.
 - Reread and self-correct when necessary.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will use a variety of strategies to increase fluency and get meaning from print. They will continue to further develop the prereading strategies of previewing the text and setting a purpose for reading. They will use phonetic strategies to decode words and use pictures, sentence structure, and context to get meaning. Reading Levels: <ul style="list-style-type: none"> - independent level – 95% accuracy or misread about 1 of every 20 words - instructional level – 90% accuracy or misread about 1 of every 10 words - frustration level – less the 90% accuracy or misread more than 1 of every 10 words. Fluency develops as students have many opportunity to practice reading on their independent reading level.. Students should read about 70-110 words per minute in grade level material. 	<p>All students should</p> <ul style="list-style-type: none"> understand that they should use a variety of strategies to read understand that text read aloud has a rhythm and expression that helps convey meaning. 	<p>To be successful with this standard, students are expected to</p> <p>use prior knowledge to predict information</p> <ul style="list-style-type: none"> interpret illustrations, such as diagrams, charts, graphs, and maps to make prediction about the text use titles and headings to generate ideas about the text set a purpose for reading skim text for section headings, bold print, and picture captions to set a purpose for reading use print clues, such as bold type, italics, and underlining, to assist in reading apply phonics, meaning clues, and language structure to decode words and increase fluency use phonics, meaning clues, and language structure strategies to reread and self-correct pause at comma's during oral reading practice reading in text on their independent reading level to develop accuracy, fluency, and expression.

- 2.8 The student will read and demonstrate comprehension of fiction and nonfiction.
- Make predictions about content.
 - Read to confirm predictions.
 - Relate previous experiences to the topic.
 - Ask and answer questions about what is read.
 - Locate information to answer questions.
 - Describe characters, setting, and important events in fiction and poetry.
 - Identify the problem, solution, and main idea.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard relative to fiction is that students will continue to develop and demonstrate comprehension skills by reading a variety of fiction and nonfiction selections. Students will continue to learn to relate their prior knowledge to the topic of the text and use this knowledge along with information from the text to make and confirm predictions. Students will also begin to learn the skills of summarizing and locating specific information in nonfiction text. <p>continued</p>	<p>All students should</p> <ul style="list-style-type: none"> understand that comprehension requires making, confirming and revising predictions understand that they must attend to the details of the text in order to comprehend. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use information from the text to make predictions use information from a selection to confirm predictions find evidence to support predictions begin to skim for information apply knowledge of story structure to predict what will happen next use knowledge of sequence to make predictions while reading functional text such as recipes and other sets of directions <p>continued</p>

- 2.8 The student will read and demonstrate comprehension of fiction and nonfiction.
- Make predictions about content.
 - Read to confirm predictions.
 - Relate previous experiences to the topic.
 - Ask and answer questions about what is read.
 - Locate information to answer questions.
 - Describe characters, setting, and important events in fiction and poetry.
 - Identify the problem, solution, and main idea.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> Students will demonstrate comprehension of story elements in fiction through identifying the characters, setting, and main idea. Students will also continue to respond in writing to what is read. To build vocabulary and content knowledge, the intent of this standard relative to nonfiction is that students will read and demonstrate comprehension of non-fiction print materials and trade books across the curriculum, including age-appropriate materials in the Standards of Learning academic areas of history and social sciences, science and mathematics. 		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> describe the setting and important events of a story describe a character's traits, feelings, and actions as presented in a story identify the problem and solution of a story identify the main idea identify the sequence of steps in functional text such as recipes or other sets of directions follow the steps in a set of written directions locate information in trade books and textbooks to answer questions begin to use knowledge of transition words (signal words), such as <i>first</i>, <i>next</i>, and <i>soon</i>, to understand how information is organized organize information, using graphic organizers <p>continued</p>

- 2.8 The student will read and demonstrate comprehension of fiction and nonfiction.
- Make predictions about content.
 - Read to confirm predictions.
 - Relate previous experiences to the topic.
 - Ask and answer questions about what is read.
 - Locate information to answer questions.
 - Describe characters, setting, and important events in fiction and poetry.
 - Identify the problem, solution, and main idea.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">use the framework of beginning, middle, and end to retell story eventsask and answer simple <i>who</i>, <i>what</i>, <i>when</i>, <i>where</i>, <i>why</i>, and <i>how</i> questionswrite responses to what they read.

- 2.9 The student will demonstrate comprehension of information in reference materials.
- a) Use a table of contents.
 - b) Use pictures and charts.
 - c) Use dictionaries and indices.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will use available reference materials to locate information.	<p>All students should</p> <ul style="list-style-type: none">understand how to locate information in simple reference materials.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">locate titles and page numbers, using a table of contentsuse table of contents to locate information in content-area booksinterpret diagrams and tablesinterpret information presented in bar graphs and pictographsalphabetize words to the second and third letterlocate words, using first, second, and third letterlocate guide words, entry words, and definitions in dictionaries.

At the second-grade level, students will continue to develop reading and writing together. They will be given daily opportunities to write and will be expected to revise selected pieces and share them with others. Students often pattern their writing after familiar authors. When students write stories and letters, the instructional emphasis will be on having a beginning, middle, and end. At the sentence level, they will be expected to begin to elaborate their ideas and use basic conventions. They will also begin to apply written communication skills across all content areas.

2.10 The students will maintain manuscript and begin to make the transition to cursive.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">• The intent of this standard is that students will maintain manuscript and could begin to make the transition to cursive.• When to make the transition to cursive is a local decision, however cursive writing should be taught and practiced in a systematic direct manner.	All students should <ul style="list-style-type: none">• understand that legible handwriting is an important tool of written communication.	To be successful with this standard, students are expected to <ul style="list-style-type: none">• write neatly• space words in sentences• space sentences in writing.

Standard 2.11**Strand: Writing****Grade Level 2**

- 2.11 The student will write stories, letters, and simple explanations.
- Generate ideas before writing.
 - Organize writing to include a beginning, middle, and end.
 - Revise writing for clarity.
 - Use available technology.

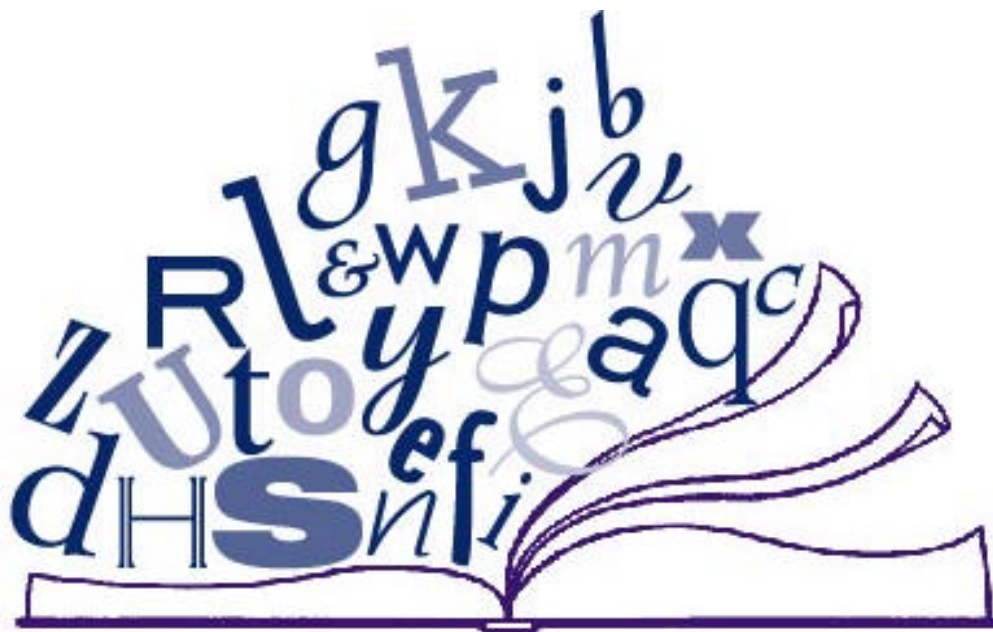
Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will continue to learn the process for communicating their ideas.The emphasis will be on generating and organizing ideas before writing and revising for clarity after writing.	<p>All students should</p> <ul style="list-style-type: none">understand that written communication should be well planned and clear to the reader.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">brainstorm for ideasorganize information with graphic organizers, such as story maps, webs, and event framesuse graphic organizers to plan their writingverbalize their writing plan to a partner or teacherwrite stories that include a beginning, middle, and endstay on topicwrite complete sentencesbegin to write paragraphsuse adjectives to elaborate simple sentencesuse time-order words, such as <i>first</i>, <i>next</i>, <i>then</i>, and <i>last</i>, to sequence and organize their writingdelete or add words to clarify meaning during the revising processavoid stringing ideas together with <i>and</i> or <i>then</i>begin to learn and use the writing domains of composing, written expression, and usage/mechanicsuse available technology to write.

- 2.12 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
- a) Recognize and use complete sentences.
 - b) Use and punctuate declarative, interrogative, and exclamatory sentences.
 - c) Capitalize all proper nouns and the word, *I*.
 - d) Use singular and plural nouns and pronouns.
 - e) Use apostrophes in contractions, including *don't*, *isn't*, and *can't*.
 - f) Use correct spelling for high-frequency sight words, including compound words and regular plurals.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will continue to learn to edit and self-correct their writing.Students will apply grammatical rules to their writing.	<p>All students should</p> <ul style="list-style-type: none">understand that proper grammar, capitalization, punctuation and spelling contribute to the meaning of writing.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">use complete sentencesuse singular and plural nounsuse singular and plural pronounscapitalize all proper nouns and words at the beginning of sentencescapitalize the word “I”punctuate declarative, interrogative, and exclamatory sentences correctlyuse apostrophes in contractionsspell high-frequency sight words, compound words and regular plurals correctly.

English Standards of Learning Curriculum Framework

DRAFT
Grade Three



Commonwealth of Virginia
Department of Education
Richmond, Virginia
2003

At the third-grade level, students will use oral communication skills to participate in discussions about learning and take part in collaborative learning projects. In order to be contributing participants in discussions, students must know the skills involved in effectively communicating ideas and opinions, including such skills as actively listening to and constructively agreeing and disagreeing with others. While using grammatically correct language students will learn how to present information succinctly and confidently in oral presentations.

- 3.1 The student will use effective communication skills in group activities.
- Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
 - Ask and respond to questions from teachers and other group members.
 - Explain what has been learned.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will communicate through discussion in group settings.They will attentively listen to others, using strategies such as making eye contact and facing the speaker.They will interact with the group members by asking and responding to questions and explaining what has been said or learned.	<p>All students should</p> <ul style="list-style-type: none">participate effectively in group activities by taking turns in conversations and moving group discussions forward.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">engage in taking turns in conversations by<ul style="list-style-type: none">making certain all group members have an opportunity to contributelistening attentively by facing the speaker and making eye contacteliciting information or opinions from otherssupporting opinions with appropriate ideas, examples, and detailsindicating disagreement in a constructive mannertake initiative in moving a group discussion forward by<ul style="list-style-type: none">contributing information that is on topicanswering questionsasking clarifying questions of the speakersummarizing the conclusions reached in the discussion.

- 3.2 The student will present brief oral reports.
- Speak clearly.
 - Use appropriate volume and pitch.
 - Speak at an understandable rate.
 - Organize ideas sequentially or around major points of information.
 - Use grammatically correct language and specific vocabulary to communicate ideas.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will convey information through a formal oral presentation.Student will be expected to organize information logically and use correct grammar and specific vocabulary for communicating ideas.During the oral report, they will be expected to use a rate, volume, and pitch that keeps the audience engaged.	<p>All students should</p> <ul style="list-style-type: none">cluster or sequence information on a topic when presenting an oral reportspeak clearly at an understandable rate and volume.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">deliver oral presentations in an engaging manner that maintains audience interest by<ul style="list-style-type: none">presenting information with expression and confidencevarying tone, pitch, and volume to convey meaningusing grammatically correct languageusing specific vocabulary appropriate for the audience and the topicstay on topic during presentationsanswer questions from the audienceevaluate own presentation, using class-designed criteria.

At the third-grade level, students will transition from a focus on learning how to read to an emphasis on reading to learn as well as for enjoyment. An emphasis will be placed on learning about words, reading age-appropriate text with fluency and expression, and learning comprehension strategies. They will build reading comprehension through reading a variety of literature including, but not limited to, narrative texts, such as folk tales, biographies and autobiographies, and nonfiction materials. While students will continue to address some skills of learning to read such as word analysis, they will focus their efforts more on continuing to develop strategic skills for constructing meaning from text. Process strategies that they implement before, during, and after reading will assist their comprehension in all subjects. These strategies include reading word problems in math, investigating scientific concepts, and comparing important people and events in history. Students will use a variety of print resources to research topics.

- 3.3 The student will apply word-analysis skills when reading and writing.
- Use knowledge of all vowel patterns.
 - Use knowledge of homophones.
 - Decode regular multisyllabic words.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will use word-attack skills to decode words in order to read fluently. These skills include the use of phonics (all vowel patterns and consonant combinations), structural analysis (roots and affixes), and context (to read words with multiple pronunciations). 	<p>All students should</p> <ul style="list-style-type: none"> understand the need to apply word- analysis skills to decode words. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> apply knowledge of all vowel patterns apply knowledge of diphthongs, such as <i>aw</i>, <i>or</i>, <i>oy</i> apply knowledge of roots and affixes such as <i>dis-</i>, <i>ex-</i>, <i>non-</i>, <i>pre-</i>, <i>-ly</i>, <i>-ness</i> use knowledge of homophones such as <i>be/bee</i>, <i>hear/here</i>, <i>sea/see</i> use context clues to verify meaning and to determine appropriate homophone usage apply knowledge of the change in tense (<i>ed</i>), number (<i>s</i>), and degree (<i>er</i> and <i>est</i>) signified by inflected endings decode regular multisyllabic words in order to read fluently.

- 3.4 The student will use strategies to read a variety of fiction and nonfiction materials.
- Preview and use text formats.
 - Set a purpose for reading.
 - Apply meaning clues, language structure, and phonetic strategies.
 - Use context to clarify meaning of unfamiliar words.
 - Read fiction and nonfiction fluently and accurately.
 - Reread and self-correct when necessary.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will apply different strategies to read text including fiction, poetry, nonfiction, content texts, and other printed materials. Students who are able to apply meaning clues, language structure, and phonetic strategies independently become fluent readers. Reading Levels: <ul style="list-style-type: none"> - independent level – 95% accuracy or misread about 1 of every 20 words - instructional level – 90% accuracy or misread about 1 of every 10 words - frustration level – less the 90% accuracy or misread more than 1 of every 10 words. Fluent readers read with automaticity, reread and self- correct as needed. Students should read about 90 - 120 words per minute in grade level material. 	<p>All students should</p> <ul style="list-style-type: none"> understand that text formats can be used to set a purpose for reading use meaning clues, language structure, phonetic strategies, text structure, and surface features of text to read. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use text formats such as the following to set a purpose for reading: <ul style="list-style-type: none"> – poetry features, such as lines and stanza – content text features, such as headings and chapter layout by topic – functional formats, such as advertisements, flyers, and directions – specialized type, such as bold face and italics – visually and graphically represented information, such as charts, graphs, graphic organizers, pictures, and photographs apply understanding of text structure to guide reading by <ul style="list-style-type: none"> – making logical predictions based on knowledge of text form types, such as narrative, informational, graphic, and functional – making logical predictions based on knowledge of literary forms, such as folk tale, biography, and autobiography <p>continued</p>

- 3.4 The student will use strategies to read a variety of fiction and nonfiction materials.
- Preview and use text formats.
 - Set a purpose for reading.
 - Apply meaning clues, language structure, and phonetic strategies.
 - Use context to clarify meaning of unfamiliar words.
 - Read fiction and nonfiction fluently and accurately.
 - Reread and self-correct when necessary.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
		<ul style="list-style-type: none">– identifying the relationship of events in a circular (home-away-home) story and a linear (problem, events, resolution) story– identifying sequence and cause-effect relationships of information in functional texts, such as recipes and other sets of directions• use surface features of text to make meaning from text by<ul style="list-style-type: none">– applying phonetic strategies– using punctuation indicators such as commas, periods, exclamation points, question marks, and apostrophes showing contraction and possession– applying knowledge of simple and compound sentence structures– reading sentences as meaningful segments that reflect how language is phrased and meaning conveyed– knowing when meaning breaks down and then rereading to self-correct <p>continued</p>

- 3.4 The student will use strategies to read a variety of fiction and nonfiction materials.
- Preview and use text formats.
 - Set a purpose for reading.
 - Apply meaning clues, language structure, and phonetic strategies.
 - Use context to clarify meaning of unfamiliar words.
 - Read fiction and nonfiction fluently and accurately.
 - Reread and self-correct when necessary.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
		<ul style="list-style-type: none"> • apply understanding of language structure to make meaning from text by <ul style="list-style-type: none"> – using signal words of time-sequence, such as <i>first, second, next, later, after, and finally</i> – using signal words of compare-contrast, such as <i>like, unlike, different, and same</i> – using signal words of cause-effect, such as <i>because, if...then, when...then</i> – using conventions of dialogue, such as: quotation marks to indicate someone is saying something; indentation to show that the speaker has changed; and signal words like <i>he said</i>, and <i>she exclaimed</i> – using knowledge of how ideas are connected between sentences when one word is used in place of another, such as the use of: a pronoun for a noun; a general location word, such as: <i>here</i> or <i>there</i>, for a specific location: and a synonym for an earlier word, such as <i>dog</i> for <i>animal</i> - using context clues to clarify the meaning of unfamiliar words, such as: a restatement; a renaming or synonym; an example; and a direct description or definition included in the sentence or paragraph • read familiar fiction and nonfiction with fluency and accuracy.

- 3.5 The student will read and demonstrate comprehension of fiction.
- Set a purpose for reading.
 - Make connections between previous experiences and reading selections.
 - Make, confirm, or revise predictions.
 - Compare and contrast settings, characters, and events.
 - Identify author's purpose.
 - Ask and answer questions.
 - Draw conclusions about character and plot.
 - Organize information or events logically.
 - Summarize major points found in fiction materials.
 - Understand basic plots of fairy tales, myths, folktales, legends and fables.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will develop a variety of comprehension strategies that they can apply to make meaning from text. Students should be able to connect previous experiences and knowledge to the text in order to make predictions and then use evidence from the text to confirm or revise their predictions. They will talk and write about similarities and differences that they see in various books by the same author or in various selections of the same genre. <p>continued</p>	<p>All students should</p> <ul style="list-style-type: none"> develop a variety of comprehension strategies that can be applied to make meaning from fiction selections. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> read for a specific purpose by <ul style="list-style-type: none"> locating specific information in a reading selection identifying details that support a stated main idea expressing a stated main idea in their own words make a variety of connections with the text, such as <ul style="list-style-type: none"> connections between their own personal experiences and what is happening in the text <p>continued</p>

- 3.5 The student will read and demonstrate comprehension fiction.
- Set a purpose for reading.
 - Make connections between previous experiences and reading selections.
 - Make, confirm, or revise predictions.
 - Compare and contrast settings, characters, and events.
 - Identify author's purpose.
 - Ask and answer questions.
 - Draw conclusions about character and plot.
 - Organize information or events logically.
 - Summarize major points found in fiction materials.
 - Understand basic plots of fairy tales, myths, folktales, legends and fables.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> In classroom discussion, students will contribute their ideas about the author's craft, including such elements as word choice, plot and organization, beginnings and endings of selections, and character development. Students will learn about specific types of folk tales: <ul style="list-style-type: none"> tall tale: exaggerates larger-than-life characters, such as Pecos Bill and John Henry, which may or may not have a historical basis and may create a humorous picture of these characters <p>continued</p>		<ul style="list-style-type: none"> connections between the text they are reading and other texts they have read, such as, identifying a similar plot or character connections between what they already know about the topic and what they find in the reading that is new to them use specific details to make, justify, and modify predictions <ul style="list-style-type: none"> identifying details from their own experience and knowledge that supports their predictions identifying information from the text that supports or contradicts a prediction <p>continued</p>

- 3.5 The student will read and demonstrate comprehension of fiction.
- Set a purpose for reading.
 - Make connections between previous experiences and reading selections.
 - Make, confirm, or revise predictions.
 - Compare and contrast settings, characters, and events.
 - Identify author's purpose.
 - Ask and answer questions.
 - Draw conclusions about character and plot.
 - Organize information or events logically.
 - Summarize major points found in fiction materials.
 - Understand basic plots of fairy tales, myths, folktales, legends and fables.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> trickster tale: tells the story of a character (the trickster) who fools others, the good character does not fall for the trick, the bad character does fall for the trick and gets what he/she deserves legend: records the deeds of real or supposedly real individuals who have been elevated to the status of hero because they demonstrated virtues respected by their culture fairy tale: begins with "Once upon a time..." and ends with "...happily ever after," has events usually happening in threes, and usually involves magic <p>continued</p>		<ul style="list-style-type: none"> revising predictions based on new understandings ask and answer questions before, during, and after reading to help gain meaning by asking questions to clarify meaning asking questions to predict what will happen next understanding that sometimes two or more pieces of information need to be put together to answer a question understanding that some questions are answered directly in the text understanding that the answers to some questions must be inferred from the reader's background experiences and knowledge <p>continued</p>

- 3.5 The student will read and demonstrate comprehension of fiction.
- Set a purpose for reading.
 - Make connections between previous experiences and reading selections.
 - Make, confirm, or revise predictions.
 - Compare and contrast settings, characters, and events.
 - Identify author's purpose.
 - Ask and answer questions.
 - Draw conclusions about character and plot.
 - Organize information or events logically.
 - Summarize major points found in fiction materials.
 - Understand basic plots of fairy tales, myths, folktales, legends and fables.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> - pourquoi tale: explains how or why something has come to be • After reading, students should be able to demonstrate new understandings through writing, discussion, and graphic representations. 		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply knowledge of characterization by <ul style="list-style-type: none"> – identifying a character's attributes (traits) – using evidence from the text to support generalizations about the character – identifying how the attributes of one character are similar to or different from those of another character • apply knowledge of setting by <ul style="list-style-type: none"> – identifying the time and place of a story, using supporting details from the text – identifying the details that make two settings similar or different • write responses that go beyond literal restatements in order to make connections to their own lives and to other texts <p>continued</p>

- 3.5 The student will read and demonstrate comprehension of fiction.
- Set a purpose for reading.
 - Make connections between previous experiences and reading selections.
 - Make, confirm, or revise predictions.
 - Compare and contrast settings, characters, and events.
 - Identify author's purpose.
 - Ask and answer questions.
 - Draw conclusions about character and plot.
 - Organize information or events logically.
 - Summarize major points found in fiction materials.
 - Understand basic plots of fairy tales, myths, folktales, legends and fables.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">make generalizations about a character based on that character's response to a problem, the character's goal, and what the character says to other characterssupport with specific details generalizations about characters from a selectioncompare two characters within a selection or between/among two or more selectionsidentify the author's purposedraw conclusion about a character and/or the plot from the selectionsummarize what they have read.

- 3.6 The student will continue to read and demonstrate comprehension of nonfiction.
- Identify the author's purpose.
 - Make connections between previous experiences and reading selections.
 - Ask and answer questions about what is read.
 - Draw conclusions.
 - Organize information and events logically.
 - Summarize major points found in nonfiction material.
 - Identify the characteristics of biographies and autobiographies.
 - Compare and contrast the lives of two persons as described in biographies and/or autobiographies.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> To build vocabulary and content knowledge, the intent of this standard is that students will read and demonstrate comprehension of non-fiction print materials and trade books across the curriculum, including age-appropriate materials in the Standards of Learning academic areas of history and social sciences, science and mathematics. Students will demonstrate comprehension of a selection by using before-, during-, and after-reading strategies. Students will learn the shared characteristics of biography and autobiography: Both are based on verifiable facts about real-life people. 	<p>All students should</p> <ul style="list-style-type: none"> demonstrate comprehension of nonfiction demonstrate an understanding of the characteristics of biographies and autobiographies. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> know the shared and distinguishing characteristics of autobiography and biography state in their own words the main idea of a nonfiction selection identify details that support the main idea of a nonfiction selection organize, using graphic organizers such as a Venn diagram or time line, information by chronological sequence, by cause-effect relationship, and through comparing and contrasting make a variety of connections with the text, such as <ul style="list-style-type: none"> connections between their own personal experiences and the text connections between the text they are reading and other texts they have read <p>continued</p>

- 3.6 The student will continue to read and demonstrate comprehension of nonfiction.
- a) Identify the author's purpose.
 - b) Make connections between previous experiences and reading selections.
 - c) Ask and answer questions about what is read.
 - d) Draw conclusions.
 - e) Organize information and events logically.
 - f) Summarize major points found in nonfiction material.
 - g) Identify the characteristics of biographies and autobiographies.
 - h) Compare and contrast the lives of two persons as described in biographies and/or autobiographies.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">Students will learn the distinguishing characteristics of biography and autobiography: Autobiography is a type of nonfiction in which a person tells the story of his/her own life. Biography is a type of nonfiction in which a person tells the story of someone else's life.		<ul style="list-style-type: none">– connections between what they already know about the topic and what they find in the reading that is new to them• ask and answer questions before, during, and after reading to help gain meaning by<ul style="list-style-type: none">– asking questions to clarify meaning– understanding that sometimes two or more pieces of information need to be put together to answer a question– understanding that some questions are answered directly in the text• identify the author's purpose• summarize what they have read• draw conclusions about what is read• compare and contrast the lives of two people described in biographies and/or autobiographies.

Standard 3.7**Strand: Reading****Grade Level 3**

- 3.7 The student will demonstrate comprehension of information from a variety of print resources.
- Use dictionary, glossary, thesaurus, encyclopedia and other reference books, including online reference materials.
 - Use available technology.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will be able to use print resources to gather information on a specific topic.They will select which resource is best for locating a specific type of information.	<p>All students should</p> <ul style="list-style-type: none">understand that they should be able to select the best resource for gathering information on a given topic.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">locate selected information in dictionaries, encyclopedias, atlases, and other print resourcesretrieve information from electronic sourcesuse the Internet to find information on a given topicuse a printer to create hard copies of information retrieved from electronic sourcesmake decisions about which resource is best for locating a given type of information.

At the third-grade level, students will continue to develop their writing skills. When they write letters, stories, and simple explanations, the instructional emphasis will be on paragraph development. Their sentences will become more complex, and they will learn to select details to elaborate the central idea of the paragraph. Students will revise and edit for sentence formation, grammar, capitalization, punctuation, and spelling. They will use their written communication skills across the curricula.

3.8 The student will write legibly in cursive.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">• The intent of this standard is that students will understand that good handwriting is an important tool of written communication.• Neat and legible handwriting is well received by the reader, while messy, hard-to-read writing may lead to misunderstanding and annoyance.• Although cursive letters are often introduced in second grade, it is at the third-grade level that the transition from manuscript to cursive should be completed.• Toward this long-term goal of developing legible, neat, rapid handwriting, this standard focuses on students' developing and practicing good handwriting habits such as proper posture, paper position, and pencil grip.	<p>All students should</p> <ul style="list-style-type: none">• understand that neat legible cursive handwriting is an important tool of written communication.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• use correct letter formation• practice appropriate handwriting habits including postures, position of paper and pencil grip• learn to write neatly in cursive.

- 3.9 The student will write descriptive paragraphs.
- Develop a plan for writing.
 - Focus on a central idea.
 - Group related ideas.
 - Include descriptive details that elaborate the central idea.
 - Revise writing for clarity.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will continue to refine their writing skills by concentrating on writing paragraphs that are clearly focused on a central idea. They will also begin to elaborate their writing both within a sentence and across a paragraph. They will continue learning the features of the domains of writing and how to revise their writing for clarity. Students will focus on providing descriptive details and develop a concept of paragraphing within multi-paragraph narrative and expository pieces. 	<p>All students should</p> <ul style="list-style-type: none"> understand how to plan and compose a descriptive paragraph. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> select specific details of sight, sound, touch, taste, and smell in order to paint a verbal picture of a person, place, thing, or event use examples from own reading as models to imitate in their writing create verbal pictures, using precise nouns, verbs, and adjectives, that elaborate ideas within a sentence describe events, ideas, and personal stories with accurate details and sequence read own writing orally to check for sentence rhythm (sentence variety) select information that the audience will find interesting or entertaining revise to eliminate details that do not develop the central idea incorporate transitional (signal) words that clarify sequence, such as <i>first</i>, <i>next</i>, and <i>last</i> apply knowledge of the writing domains of composing, written expression, and usage/mechanics.

3.10 The student will write stories, letters, simple explanations, and short reports across all content areas.

- a) Use a variety of planning strategies.
- b) Organize information according to the type of writing.
- c) Identify the intended audience.
- d) Revise writing for specific vocabulary and information.
- e) Use available technology.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will develop strategies for writing. In order to produce copies that vary in purpose, form, and audience, students need to be able to draw from a personal bank of strategies appropriate for planning, organizing, and revising their writing. 	<p>All students should</p> <ul style="list-style-type: none"> understand how to plan and compose stories, friendly letters, simple explanations and short reports. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> generate ideas and plan writing by <ul style="list-style-type: none"> using ideas from class brainstorming activities making lists of information talking to classmates about what to write reading texts by peer and professional authors using a cluster diagram, story map, or other graphic organizer selecting an appropriate writing form for nonfiction, such as explanation, directions, simple report ; expressive, such as narrative, reflection, and letter; and creative, such as fiction and poetry identify the intended audience follow the organization of particular forms of writing for <ul style="list-style-type: none"> stories: beginning, middle, and end letters: date, greeting, body, and closing <p>continued</p>

- 3.10 The student will write stories, letters, simple explanations, and short reports across all content areas.
- a) Use a variety of planning strategies.
 - b) Organize information according to the type of writing.
 - c) Identify the intended audience.
 - d) Revise writing for specific vocabulary and information.
 - e) Use available technology.

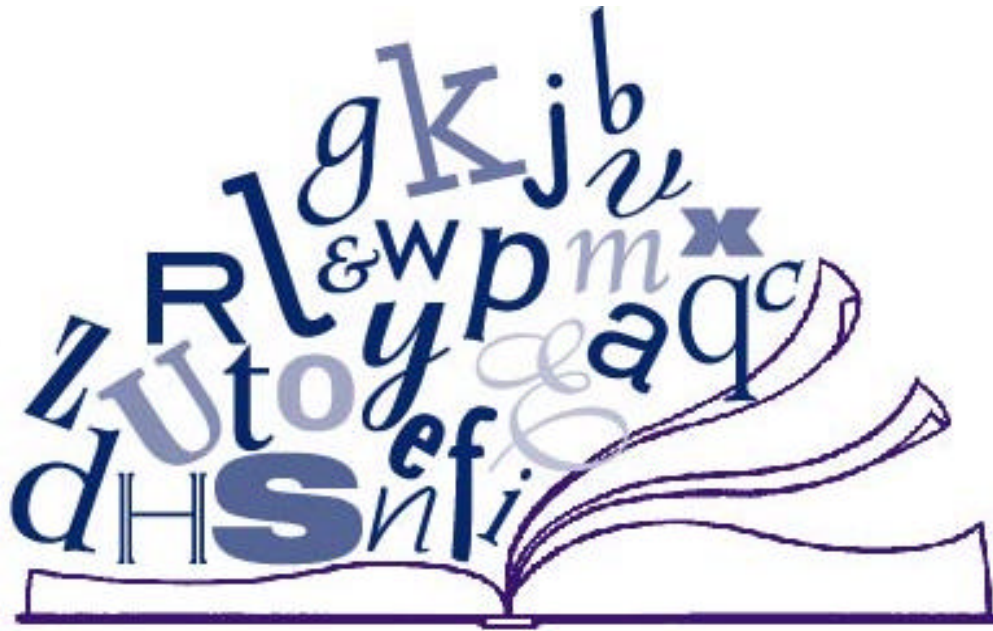
Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
		<ul style="list-style-type: none">– explanations: opening; information presented in a way to show the relationship of ideas, such as chronological order; and closing– short reports: opening; grouping like information in clear paragraphs; ordering of paragraphs so there is a logical flow of information; and closing• use available technology to write.

- 3.11 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.
- Use complete and varied sentences.
 - Use the word *I* in compound subjects.
 - Use past and present verb tense.
 - Use singular possessives.
 - Use commas in a simple series.
 - Use simple abbreviations.
 - Use apostrophes in contractions with pronouns.
 - Use correct spelling for high-frequency sight words, including irregular plurals.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will understand and use the editing process. Students will be able to identify the following parts of speech; nouns, verbs, and pronouns. 	<p>All students should</p> <ul style="list-style-type: none"> understand that grammatically correct language and mechanics contribute to the meaning of writing. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use complete sentences use the word <i>I</i> in compound subjects use past and present verb tense use singular possessives use simple abbreviations use correct spelling for frequently used words, including irregular plurals (<i>e.g., men, children</i>) punctuate correctly <ul style="list-style-type: none"> commas in a simple series apostrophes in contracts with pronouns(<i>e.g., I'd, we've</i>).

English Standards of Learning Curriculum Framework

DRAFT
Grade Four



Commonwealth of Virginia
Department of Education
Richmond, Virginia
2003

At the fourth-grade level, students will apply oral communication skills to participate in discussions about learning and take part in collaborative learning projects. In order to be contributing participants in discussions, students must apply the skills involved in effectively communicating ideas and opinions, including such skills as actively listening to and constructively agreeing and disagreeing with others. Using grammatically correct language and specific vocabulary, students will learn how to present information succinctly and confidently in oral presentations.

- 4.1 The student will use effective oral communication skills in a variety of settings.
- Present accurate directions to individuals and small groups.
 - Contribute to group discussions.
 - Seek ideas and opinions of others.
 - Use evidence to support opinions.
 - Use grammatically correct language and specific vocabulary to communicate ideas.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will continue to develop the skills needed to communicate in group settings. They will strengthen their communication skills by contributing to group discussions, seeking the ideas and opinions of others and beginning to use evidence to support their own personal opinions. They will also refine the skill of conveying accurate directions to individuals or small groups in such a way that others can follow the directions. The emphasis will be on directions for doing things that have a natural sequence or organization. 	<p>All students should</p> <ul style="list-style-type: none"> participate effectively in discussions by asking clarifying questions, providing explanations when necessary, reflecting on the ideas and opinions of others, and supporting opinions with examples and details. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> give accurate directions by <ul style="list-style-type: none"> identifying the information needed by the listener organizing and sequencing the information in a logical way explaining or defining any terms that might be unfamiliar to the listener articulating the information in a clear, organized manner making connections to previous common knowledge of a group of listeners <p>continued</p>

- 4.1 The student will use effective oral communication skills in a variety of settings.
- Present accurate directions to individuals and small groups.
 - Contribute to group discussions.
 - Seek ideas and opinions of others.
 - Use evidence to support opinions.
 - Use grammatically correct language and specific vocabulary to communicate ideas.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">participate in group discussions by<ul style="list-style-type: none">offering comments that are relevant to the topic of discussiondistinguishing fact from opinionsupporting opinions with appropriate examples and detailsavoiding hindering the progress of the discussion (learning not to interrupt)taking turns speaking during a discussionasking appropriate questionsmaintaining appropriate eye contact and attentive body language while listeningrespecting the comments of others, especially if they are different from one's ownuse grammatically correct languageuse specific vocabulary to enhance oral communication.

- 4.2 The student will make and listen to oral presentations and reports.
- Use subject-related information and vocabulary.
 - Listen to and record information.
 - Organize information for clarity.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will make formal oral presentation.They will organize information to make class presentations and reports.They will listen and take notes from other students' presentations.	<p>All students should</p> <ul style="list-style-type: none">apply basic patterns of organization when preparing an oral presentationdevelop the skills necessary for active listening.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">make oral presentations by<ul style="list-style-type: none">organizing information around a central idea with supporting details and using specific vocabularycreating a simple visual, such as a poster or technology-tool presentation, that helps listeners follow the presentationspeaking clearly, using appropriate voice level and speaking rateuse active listening skills by<ul style="list-style-type: none">looking at the speakerthinking about the main points the speaker is makingtaking notesasking questions.

At the fourth-grade level, students will build on their skills for reading and reading comprehension. They will continue to develop fluency as they use strategies such as word analysis, context clues, and inferencing to bring meaning to text. Students will use reading strategies before, during, and after reading to develop and demonstrate comprehension. The use of graphic organizers will facilitate students' understanding of text organization and will help them to summarize and draw conclusions from fiction and nonfiction text. Students will read widely from content-area texts and nonfiction trade books. They will also collect information from a variety of resources in order to acquire additional knowledge about a topic. They will construct questions about their topic, gather information, and then synthesize the information for use in their oral presentations and writings.

- 4.3 The student will read fiction and nonfiction with fluency and accuracy.
- Use context to clarify meanings of unfamiliar words.
 - Explain words with multiple meaning.
 - Use knowledge of word origins; synonyms, antonyms, and homonyms; and multiple meanings of words.
 - Use word-reference materials including the glossary, dictionary, and thesaurus.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will continue to build vocabulary by applying their knowledge of word structure and context clues to determine the meanings of unfamiliar words. Students should read about 120 words per minute in grade level material. They will also use word reference materials to learn new words. 	<p>All students should</p> <ul style="list-style-type: none"> use the content and structure of a sentence, paragraph, or reading selection to help determine the meaning of an unfamiliar word use a variety of strategies and word recognition skills to read fluently know the type of information found in word reference materials such as a glossary, dictionary, and thesaurus. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> use context to clarify the meaning of unfamiliar words use their knowledge of synonyms (words with like meanings) and antonyms (words with opposite meanings) to understand the meanings of unfamiliar words discover word meaning by using their knowledge of homonyms/homophones (words that are pronounced the same but are spelled differently and have different meanings) such as <i>read/red, no/know, hear/here</i> use clues in the context of a sentence, paragraph, or reading selection to predict and explain the meanings of words that have more than one meaning (multiple meanings of words) use context to select the most appropriate meaning/definition of words from a glossary or dictionary identify the word reference material(s) most likely to contain needed information read familiar text with fluency, accuracy, and expression.

- 4.4 The student will read and demonstrate comprehension of fiction.
- Explain the author's purpose.
 - Describe how the choice of language, setting, and information contributes to the author's purpose.
 - Compare the use of fact and fantasy in historical fiction with other forms of literature.
 - Identify major events and supporting details.
 - Describe the relationship between text and previously read materials.
 - Identify sensory words.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will continue to read fiction. They will become able to identify and explain the specific elements of literature for the different forms of narrative text: realistic and historical fiction and fantasy. Students will learn how to identify major events and supporting details. They will also learn how authors craft their purpose and message by the choice of language, setting, and specific information. They will also identify sensory words and describe how the use of those particular words has an effect upon the reader. 	All students should <ul style="list-style-type: none"> develop a variety of comprehension strategies understand that there are different forms of fiction (realistic, historical, and fantasy). 	To be successful with this standard, students are expected to <ul style="list-style-type: none"> explain why the author wrote the piece (identify purpose), e.g., to entertain, inform, persuade find words or sentences that help identify the author's purpose find setting details that help identify the author's purpose know that fictional stories, such as fantasy, describe imaginary characters and events understand that historical fiction is a story based on facts identify the facts contained in a piece of historical fiction compare historical fiction with other forms of literature identify major events and supporting details discuss the similarities and differences between text and previously read materials identify sensory words that describe sights, sounds, smells, and tastes and describe how they make the reader feel know that poetry tells a story through verse.

- 4.5 The student will read and demonstrate comprehension of nonfiction.
- Use text organizers such as type, headings, and graphics to predict and categorize information.
 - Formulate questions that might be answered in the selection.
 - Explain the author's purpose.
 - Make simple inferences using information from texts.
 - Draw conclusions using information from texts.
 - Summarize content of selection, identifying important ideas and providing details for each important idea.
 - Describe relationship between content and previously learned concepts or skills.
 - Distinguish between cause and effect and between fact and opinion.
 - Identify new information gained from reading.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> To build vocabulary and content knowledge, the intent of this standard is that students will read and demonstrate comprehension of non-fiction print materials and trade books across the curriculum, including age-appropriate materials in the Standards of Learning academic areas of history and social sciences, science and mathematics. Students will demonstrate comprehension of a selection by using before-, during-, and after-reading strategies. Students will become able to use text features to predict and categorize information before reading. <p>continued</p>	<p>All students should</p> <ul style="list-style-type: none"> summarize key details of informational texts, connecting new information to prior knowledge identify and use text features, such as headings, paragraphs, and format to preview a text and make predictions in order to comprehend <p>continued</p>	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> apply prior knowledge to make predictions generate questions to guide reading of text through reading strategies, such as KWL (Ogle) or DRTA (Stauffer) use text set in special type styles, such as bold-faced and color, captions under pictures and graphics, and headings of sections and chapters to predict and categorize information use information from the story to make inferences about characters' feelings, motives, or actions identify the important information in a selection in order to summarize the text by using tools such as graphic organizers, outlining, and notes <p>continued</p>

- 4.5 The student will read and demonstrate comprehension of nonfiction.
- Use text organizers such as type, headings, and graphics to predict and categorize information.
 - Formulate questions that might be answered in the selection.
 - Explain the author's purpose.
 - Make simple inferences using information from texts.
 - Draw conclusions using information from texts.
 - Summarize content of selection, identifying important ideas and providing details for each important idea.
 - Describe relationship between content and previously learned concepts or skills.
 - Distinguish between cause and effect and between fact and opinion.
 - Identify new information gained from reading.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> During reading, students will formulate questions and make inferences, using given information. After reading, students will summarize content, by identifying important ideas and providing details. Students will make connections between what they read in the selection and their prior knowledge. 	<p>All students should</p> <ul style="list-style-type: none"> actively ask questions, visualize, make connections, and predict as they read. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> write responses that go beyond literal restatements in order to make connections to their own lives and to other selections understand that nonfiction material, such as biographies and informational text, tells about real people, places, objects, and events understand how written text and accompanying illustrations connect to convey meaning explain why the author wrote the piece combine information from various places in the text to draw a conclusion distinguish between fact and opinion identify cause and effect relationships restate information learned from reading.

Standard 4.6**Strand: Reading****Grade Level 4**

- 4.6 The student will demonstrate comprehension of information resources to research a topic.
- Construct questions about a topic.
 - Collect information, using the resources of the media center including online, print, and media resources.
 - Evaluate and synthesize information.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will use information resources to locate information on a topic.After collecting needed information, students will learn to evaluate and synthesize the information to use in their oral reports or writings.	<p>All students should</p> <ul style="list-style-type: none">formulate initial questions about a topic and seek information by identifying, locating, exploring, and effectively using a variety of sources of informationrecognize, organize, and record information pertinent to the topic and accurately blend ideas.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">formulate research questions based on a topicselect and use appropriate references, such as dictionaries, atlases, almanacs, encyclopedias, and thesaurusesselect the information that is related to their topiccombine (synthesize) related information from two or more sourcesidentify key terms to search for informationskim to find information related to a topic.

At the fourth-grade level, students will develop and build their writing skills by writing effective narratives and explanations. They will use the writing skills of selecting and narrowing a topic, developing a plan for writing, and organizing information into several paragraphs with a central idea and supporting details. The instructional focus will include an emphasis on written expression. Revising and editing for sentence formation, grammar, capitalization, punctuation, and spelling will continue to be important skills at this grade level. Students will also use available technology to write their narratives and explanations.

- 4.7 The student will write effective narratives, poems, and explanations.
- a) Focus on one aspect of a topic.
 - c) Develop a plan for writing.
 - d) Organize writing to convey a central idea.
 - d) Write several related paragraphs on the same topic.
 - e) Utilize elements of style, including word choice, and sentence variation.
 - f) Write rhymed, unrhymed, and patterned poetry.
 - g) Use available technology.

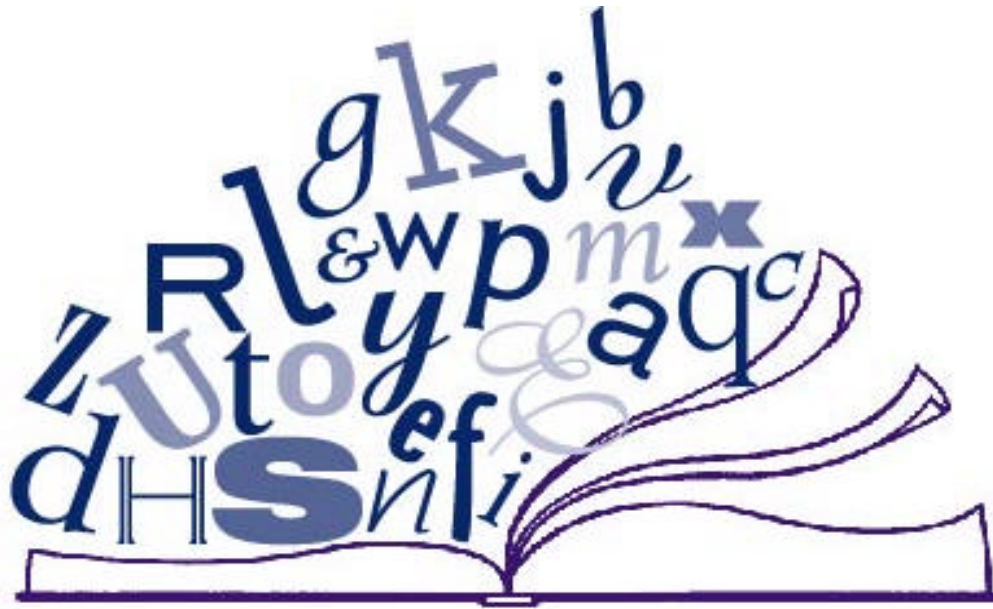
Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will apply their knowledge of a writing process and the domains of writing to write effective narratives and explanations. As they develop their understanding of poetry and its features, they will become more able to create and write rhymed, unrhymed, and patterned poetry. 	<p>All students should</p> <ul style="list-style-type: none"> demonstrate the capacity to generate, focus, and organize ideas revise the language, organization and content for a specific purpose. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> apply knowledge of the writing domains of composing and written expression create a plan and organize thoughts before writing focus, organize, and elaborate to construct an effective message for the reader purposefully shape and control language to affect readers select specific information to propel readers more purposefully through the piece use specific vocabulary and vivid word choice include sentences of various lengths and beginnings to create a pleasant, informal rhythm know that unrhymed poetry has lines ending with words that do not rhyme write rhymed, unrhymed, and patterned poetry such as cinquains, limericks, and haikus use available technology to gather information and to aid in writing.

- 4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.
- Use subject-verb agreement.
 - Include prepositional phrases.
 - Eliminate double negatives.
 - Use noun/pronoun agreement.
 - Use commas in series, dates, and addresses.
 - Incorporate adjectives and adverbs.
 - Use the articles *a*, *an*, and *the* correctly.
 - Use correct spelling for frequently used words, including common homophones.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will understand and use the editing process. Students will also be able to identify the following parts of speech; nouns, pronouns, verbs, adjectives, adverbs, and prepositions. Students will identify the following parts of a sentence (subject, predicate, and prepositional phrase). 	<p>All students should</p> <ul style="list-style-type: none"> understand that grammatically correct language and mechanics contribute to the meaning of writing. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> apply knowledge of the writing domains of composing, written expression, and usage/mechanics use a rubric to self-assess writing use prepositional phrases use subject-verb agreement (singular nouns with singular verbs; plural nouns with plural verbs) avoid the use of double negatives use noun/pronoun agreement (a pronoun must agree in number with the noun) use adjectives and adverbs (use adverbs instead of adjectives where appropriate (e.g., “He played <i>really</i> well.” Instead of “He played <i>real</i> well.”) use commas in series, dates, and addresses use the articles, <i>a</i>, <i>an</i>, and <i>the</i> correctly use the correct spelling for frequently used words, including common homophones (e.g., see / sea) use a rubric to self-assess writing.

English Standards of Learning Curriculum Framework

DRAFT
Grade Five



Commonwealth of Virginia
Department of Education
Richmond, Virginia
2003

At the fifth-grade level, students will continue to refine their skills in the oral communication process. They will further develop their ability as active listeners and as effective participants in large- and small-group activities. They will improve their skills in planning and using grammatically correct language and specific vocabulary when delivering oral presentations, as well as including visual aids and appropriate dramatic gestures to enhance their delivery. Students will become able to summarize their presentations before delivery and summarize the presentations of others after listening to them.

- 5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.
- Participate in and contribute to discussions across content areas.
 - Organize to present reports of group activities.
 - Summarize information gathered in group activities.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will continue to develop the skills necessary to participate in large- and small-group learning activities.Students will be active participants in discussions across content areas. They will become able to assume the role of the speaker and the role of the listener.They will refine their organizational skills in preparing, presenting, and summarizing information gathered in group activities.They will also become able to summarize their own material prior to delivering a presentation.	<p>All students should</p> <ul style="list-style-type: none">participate effectively in subject-related group learning activitiesuse their organizational skills in preparing, presenting, and summarizing information gathered in group activities.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">participate as active listeners in group learning activities by<ul style="list-style-type: none">listening for main ideaslistening for sequence of ideastaking notesparticipate as informed contributors in group learning activities by<ul style="list-style-type: none">asking and answering questions at appropriate timesclarifying confusing pointssummarizing main ideasorganizing information from group discussion for presentationpreparing an outline for presentation prior to deliverysummarizing a presentation orally prior to delivery.

- 5.2 The student will use effective nonverbal communication skills.
- Maintain eye contact with listeners.
 - Use gesture to support, accentuate, and dramatize verbal message.
 - Use facial expressions to support and dramatize verbal message.
 - Use posture appropriate for communication setting.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will continue to refine their communication skills.They will enhance their oral presentations with appropriate body language, correct posture, and eye contact with listeners.They will begin to use dramatic gestures and facial expressions that are suitable to the content and the audience.	<p>All students should</p> <ul style="list-style-type: none">understand how gestures, facial expressions, posturing, and body language contribute to effective delivery of the message.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">demonstrate appropriate eye contact with listenersuse acceptable posture according to the setting and the audienceuse dramatic gestures to support, accentuate, or dramatize the messageuse appropriate facial expressions to support, accentuate, or dramatize presentations.

- 5.3 The student will make planned oral presentations.
- Determine appropriate content for audience.
 - Organize content sequentially or around major ideas.
 - Summarize main points before or after presentation.
 - Incorporate visual aids to support presentation.
 - Use grammatically correct language and specific vocabulary.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will learn to plan and deliver oral presentations.	<p>All students should</p> <ul style="list-style-type: none">select and organize information as well as use visual aids when preparing for an oral presentation.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">narrow the topicselect information that develops the topicgroup together related informationput information in order, providing an overview of the information at the beginning or a summary of the information at the enduse visual aids to illustrate informationuse grammatically correct languageuse specific vocabulary to enhance oral presentations.

At the fifth-grade level, students will become increasingly independent readers of a variety of literary forms. Strategies such as word analysis and the use of context clues and word references will help students increase fluency as well as comprehension. They will begin to read text critically in order to examine implied relationships and understandings, recognize how character and plot are developed, and formulate and justify opinions about the text. They will organize the information they extract from the text and represent their understandings on charts, maps, and graphs.

- 5.4 The student will read fiction and nonfiction with fluency and accuracy.
- Use context to clarify meaning of unfamiliar words.
 - Use knowledge of root words, prefixes, and suffixes.
 - Use dictionary, glossary, thesaurus, and other word-reference materials.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will continue to build vocabulary by applying their knowledge of word structure and context clues to determine the meanings of unfamiliar words.Students should read about 120 words per minute in grade level material.Student will continue to build their knowledge of word origins by learning about Greek and Latin affixes.They will also use word-reference materials to learn new words.	<p>All students should</p> <ul style="list-style-type: none">apply knowledge of word structure and context clues to determine the meanings of unfamiliar wordsread with fluency and accuracy.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">use context to infer the correct meanings of unfamiliar wordsapply knowledge of root words, prefixes, and suffixescontinue to learn about Greek and Latin affixesuse word references and context clues to determine which meaning is appropriate in a given situationidentify the word-reference materials most likely to contain the information neededunderstand that a word can be divided into root word, prefix and suffix in order to pronounce the wordunderstand how a prefix changes the meaning of a root wordread familiar text with fluency, accuracy, and expression.

- 5.5 The student will read and demonstrate comprehension of fiction.
- Describe the relationship between text and previously read materials.
 - Describe character development in fiction and poetry selections.
 - Describe the development of plot, and explain how conflicts are resolved.
 - Describe the characteristics of free verse, rhymed, and patterned poetry.
 - Describe how author's choice of vocabulary and style contribute to the quality and enjoyment of selections.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will continue to demonstrate comprehension of a selection by using before-, during-, and after-reading strategies. Students will become critical readers by analyzing point of view, word choice, plot, beginnings and endings, and character development. They will continue to further their knowledge of plot and character and their understanding of how each is developed in a literacy selection. They will then locate information in the text to support their predictions and conclusion. 	<p>All students should</p> <ul style="list-style-type: none"> choose from a variety of comprehension strategies describe character and plot development. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> understand that characters are developed by <ul style="list-style-type: none"> what is directly stated in the text their speech and actions what other characters in the story say or think about them understand that some characters change during the story and some characters stay the same understand that the main character has a problem that usually gets resolved identify the problem of the plot understand that plot is developed through a series of events identify the events in sequence that led to resolution of the conflict discuss why an author might have used particular words and phrases discuss the similarities and differences between text and previously read materials.

- 5.6 The student will read and demonstrate comprehension of nonfiction.
- Use text organizers such as type, headings, and graphics to predict and categorize information.
 - Identify structural patterns found in nonfiction.
 - Locate information to support opinions, predictions, and conclusions.
 - Identify cause-and-effect relationships.
 - Identify compare and contrast relationships.
 - Skim materials to develop a general overview of content and to locate specific information.
 - Identify new information gained from reading.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> To build vocabulary and content knowledge, the intent of this standard is that students will read and demonstrate comprehension of non-fiction print materials and trade books across the curriculum, including age-appropriate materials in the Standards of Learning academic areas of history and social sciences, science and mathematics. Students will demonstrate comprehension of a selection by using before-, during-, and after-reading strategies. Students will become able to use text organizers to predict and categorize information before reading. During reading, students will formulate questions and make inferences, using given information. <p>continued</p>	<p>All students should</p> <ul style="list-style-type: none"> preview, pose questions, and make predictions before reading understand how the organizational patterns make the information easier to comprehend. make connections between what they read in the selection and their prior knowledge. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> apply prior knowledge to make predictions use text set in special type styles, such as bold-faced and color, captions under pictures and graphics, and headings of sections and chapters to predict and categorize information identify specific information in text that supports predictions understand how text features (e.g. formats, graphics, diagrams, illustrations, charts, maps) make information accessible and usable skim material to develop a general overview or to locate specific information distinguish between fact and opinion form opinions and draw conclusions from the selection locate details to support opinions and conclusions identify organizational patterns such as cause and effect, comparison/contrast and chronological order restate information learned from reading.

- 5.6 The student will read and demonstrate comprehension of nonfiction.
- a) Use text organizers such as type, headings, and graphics to predict and categorize information.
 - b) Identify structural patterns found in nonfiction.
 - c) Locate information to support opinions, predictions, and conclusions.
 - d) Identify cause-and-effect relationships.
 - e) Identify compare and contrast relationships.
 - f) Skim materials to develop a general overview of content and to locate specific information.
 - g) Identify new information gained from reading.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">• After reading, students will summarize content, identify important ideas, provide details, make inferences, formulate opinions, and use writing to clarify their thinking.• Interactions between reader and text will become more sophisticated and deliberate as students make inferences, formulate opinions, and use writing to clarify their thinking.		

- 5.7 The student will demonstrate comprehension of information from a variety of print resources.
- Develop notes that include important concepts, summaries, and identification of information sources.
 - Organize information on charts, maps, and graphs.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none">The intent of this standard is that students will continue to expand their understanding of how to use print resources to locate information.	<p>All students should</p> <ul style="list-style-type: none">blend ideas from a variety of print resources to organize and record information.	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">take notes from a variety of print resources<ul style="list-style-type: none">identify source of informationsummarize important conceptsorganize information using a visual representation such as, charts, maps, and graphs.

At the fifth-grade level, students will continue to grow as writers, experimenting with new modes and purposes. They will spend more time on revising and editing their work as they gain greater understandings of written expression. The use of precise and descriptive vocabulary and sentence structure will become important tools for creating tone and voice within a text. Students will be expected to have greater control over the conventions of writing, including sentence formation, grammar, capitalization, spelling, and punctuation.

- 5.8 The student will write for a variety of purposes to describe, to inform, to entertain, and to explain.
- Choose planning strategies for various writing purposes.
 - Organize information.
 - Demonstrate awareness of intended audience.
 - Use precise and descriptive vocabulary to create tone and voice.
 - Vary sentence structure.
 - Revise writing for clarity.
 - Use available technology to access information.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will continue to write as a method of communication and as a means of expressing themselves. They will organize their thoughts and choose appropriate vocabulary to convey their message effectively. There will be a continued emphasis on their ability to shape and control language purposefully and to master the features of the composing and written expression domains. 	<p>All students should</p> <ul style="list-style-type: none"> plan and organize information as they write for a variety of purposes use precise descriptive vocabulary and vary sentence structure as they revise for clarity. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> apply knowledge of the writing domains of composing, written expression, and usage/mechanics create a plan and organize thoughts before writing focus, organize, and elaborate to construct an effective message for the reader purposefully shape and control language to demonstrate an awareness of the intended audience select specific information to propel readers more purposefully through the piece choose precise descriptive vocabulary and information to create tone and voice include sentences of various lengths and beginnings to create a pleasant, informal rhythm clarify writing when revising use available technology to gather information and to aid in writing.

- 5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.
- Use plural possessives.
 - Use adjective and adverb comparisons.
 - Identify and use interjections.
 - Use apostrophes in contractions and possessives.
 - Use quotation marks with dialogue.
 - Use commas with interrupters and in the salutation and closing of a letter.
 - Use a hyphen to divide words at the end of a line.
 - Edit for clausal fragments, run-on sentences, and excessive coordination.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
<ul style="list-style-type: none"> The intent of this standard is that students will understand and use the editing process. They will also work to gain more control over the conventions of writing, including composing effective sentences, spelling, capitalization, and punctuation. Students will also be able to identify the following parts of speech; nouns, pronouns, verbs, adjectives, adverbs, prepositions, and interjections. 	<p>All students should</p> <ul style="list-style-type: none"> understand that editing for sentence formation, grammar, capitalization, spelling, and punctuation makes the meaning of the writing clearer to the reader. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> punctuate correctly <ul style="list-style-type: none"> apostrophes in contractions such as it's and possessives such as Jan's. commas quotation marks commas in the salutation and closing of a letter hyphens to divide words at the end of a line use adverb comparison, such as <i>fast</i>, <i>faster</i>, <i>fastest</i> use adjectives comparison such as <i>big</i>, <i>bigger</i>, <i>biggest</i> use adverbs instead of adjectives where appropriate (e.g., "He played <i>really</i> well." Instead of "He played <i>real</i> well.") use plural possessives (e.g., "The <i>books'</i> covers are torn.") <p>continued</p>

- 5.9 The student will edit writing for correct grammar, capitalization, spelling, punctuation, and sentence structure.
- a) Use plural possessives.
 - b) Use adjective and adverb comparisons.
 - c) Identify and use interjections.
 - d) Use apostrophes in contractions and possessives.
 - e) Use quotation marks with dialogue.
 - f) Use commas with interrupters and in the salutation and closing of a letter.
 - g) Use a hyphen to divide words at the end of a line.
 - h) Edit for clausal fragments, run-on sentences, and excessive coordination.

Understanding the Standard (Teacher Notes)	Essential Understandings	Essential Knowledge, Skills, or Processes
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">• use interjections, such as “<i>Oh my, look at the size of that bug!</i>”• avoid fragments (Use of clausal fragments, such as, “<i>Although he was not supposed to go out of the house.</i>” is not penalized in direct writing.• avoid run-ons (e.g., “<i>I opened the door, the dog went out.</i>”)• avoid excessive coordination (e.g., “<i>I opened the door and the dog went out and he chased the cat and then he came back inside.</i>”).